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ABSTRACT

Although the level of funding for adult education programs in Pennsylvania was reduced from 1982-83 to 1983-84, progress was made in increasing the availability of adult basic education (ABE) programs throughout the State and in decreasing the overall rate of premature separations of students from ABE programs. Total hours of service to ABE students increased; however, 2,293 fewer students were served. Demographic characteristics of the 27,992 students receiving services during the year under study were similar to those of students served in previous years. Those students who were served indicated that their primary reason for participating in ABE programming was to obtain a diploma. Most often (27.9 percent of the time), students learned about ABE programming from friends, with human service agencies referring 13.2 percent of the enrollees to ABE programs. The 1983-84 student-to-staff ratio was 14 to 1 as opposed to 15 to 1 in 1982-83. Despite the problems caused by insufficient funding, progress was made in the areas of expanding services to special ABE target groups, infusing adult competency curricula into ABE programming, and increasing enrollments and student retention in ABE programs. (This report includes 20 tables, 5 figures, and a series of appendixes containing various survey instruments used to gather data for the evaluation, a summary of ABE programming by county, and descriptions of projects funded by section 310 of the Adult Education Act.) (Author/MN)

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EVALUATION REPORT:
FISCAL YEAR 1983-84 ADULT BASIC EDUCATION PROGRAMS
IN THE COMMONWEALTH OF PENNSYLVANIA

Division of Advisory Services
Bureau of Basic Education Support Services
Pennsylvania Department of Education

November 1984

Prepared under Program No. 36-5101
for the Division of Adult Basic Education
Pennsylvania Department of Education
Harrisburg, Pennsylvania 17126-0333

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ABSTRACT

Although the level of funding for adult education programs was reduced from 1982-83 to 1983-84, progress was made in increasing the availability of programs throughout the state and in decreasing the overall rate of premature separations. However, the rate of enrollees who dropped out of the program before completing 12 hours or meeting their personal objective increased. Thus, proportionately more students left before receiving 12 hours of service, but proportionately less of those remaining at least 12 hours separated early. In addition, due to rising costs and a reduction in the federal grant 2,293 fewer students were served, but the total hours of service increased.

Demographic characteristics this year were similar to past years for the 27,992 students who received 12 or more program contact hours or met their personal objectives in less than 12 hours. The student population continued to be young, single, and nearly equally divided between males and females, with females slightly outnumbering their male counterparts. Although most of the participants were white, minority group members were represented in larger proportions in the student group than in the target population.

Students most often (45.4 percent of reported cases) indicated that obtaining a diploma was the reason they were participating. A student found out about the ABE program more often (27.9 percent) from a friend or relative than from any other source. Human service agencies referred 13.2 percent of the students.

Information received from 2,028 staff members in 1983-84 reflected an increase in staff of 1.4 percent from 1982-83. The ratio of students to staff dropped from 15 to 1 in 1982-83 to 14 to 1 in 1983-84. For the third straight year, female staff members outnumbered male staff.

The cooperation with other agencies, efforts to increase enrollments and retention, special efforts to serve special target groups, infusion of adult competency curricula into the programs and diversity of special projects suggest that the administrators of the Pennsylvania Adult Basic Education programs are committed to, and are making progress toward, achieving the goals of the Adult Education State Plan. The problems these administrators encountered, most notably insufficient funding, often hampered their ability to provide all the services that were needed, but many administrators indicated that they were seeking innovative ways to overcome these problems. Meeting these challenges has been the program's greatest success.

INTRODUCTION

This annual report summarizes and describes the efforts of the Commonwealth of Pennsylvania in adult education for the period of July 1, 1983 through June 30, 1984. The report is based upon information provided for every program funded under the Adult Education Act of 1966, as amended November 1, 1978 (P.L. 95-561). Funds were provided under Section 306 for Adult Basic Education, including English as a Second Language, and Adult Secondary Education programs. Unless otherwise noted, all will be referred to as Adult Basic Education (ABE) programs. When General Educational Development (GED) programs are indicated, they include external high school diploma programs. Various parts of this report will refer to projects funded under Section 310 of the Act. These projects are funded for special experimental demonstration projects and staff development projects.

The annual evaluation report is a major product of the management information system for the Division of Adult Basic Education. This system is designed to measure the extent to which the goals and objectives of the Adult Education State Plan, 1983-1985, have been accomplished. The report disseminates information about the statewide ABE program to local ABE staff for their use in program planning. Other formal dissemination mechanisms include Individual Program Summary Reports (analyses of each program's student and staff characteristics) and regional and statewide staff development workshops conducted by the Division of Adult Basic Education.

As in previous years, this report for fiscal year 1983-84 provides a statistical and descriptive profile of ABE programs, staff, and students, and a summary of the narrative descriptions submitted by administrators. Information concerning students, (both demographic and impact), staff, and program operation was received from the 228 programs that operated during this reporting period. The report also contains four appendices: Appendix A contains the data collection instruments; Appendix B contains the statistical section of the federal report; Appendix C lists ABE program information by county; Appendix D provides a list of the projects funded in 1983-84 under Section 310 of the Adult Education Act and abstracts describing their efforts and achievements.

For purposes of this report, the term "community-based" is used to denote all noninstitutional programs.

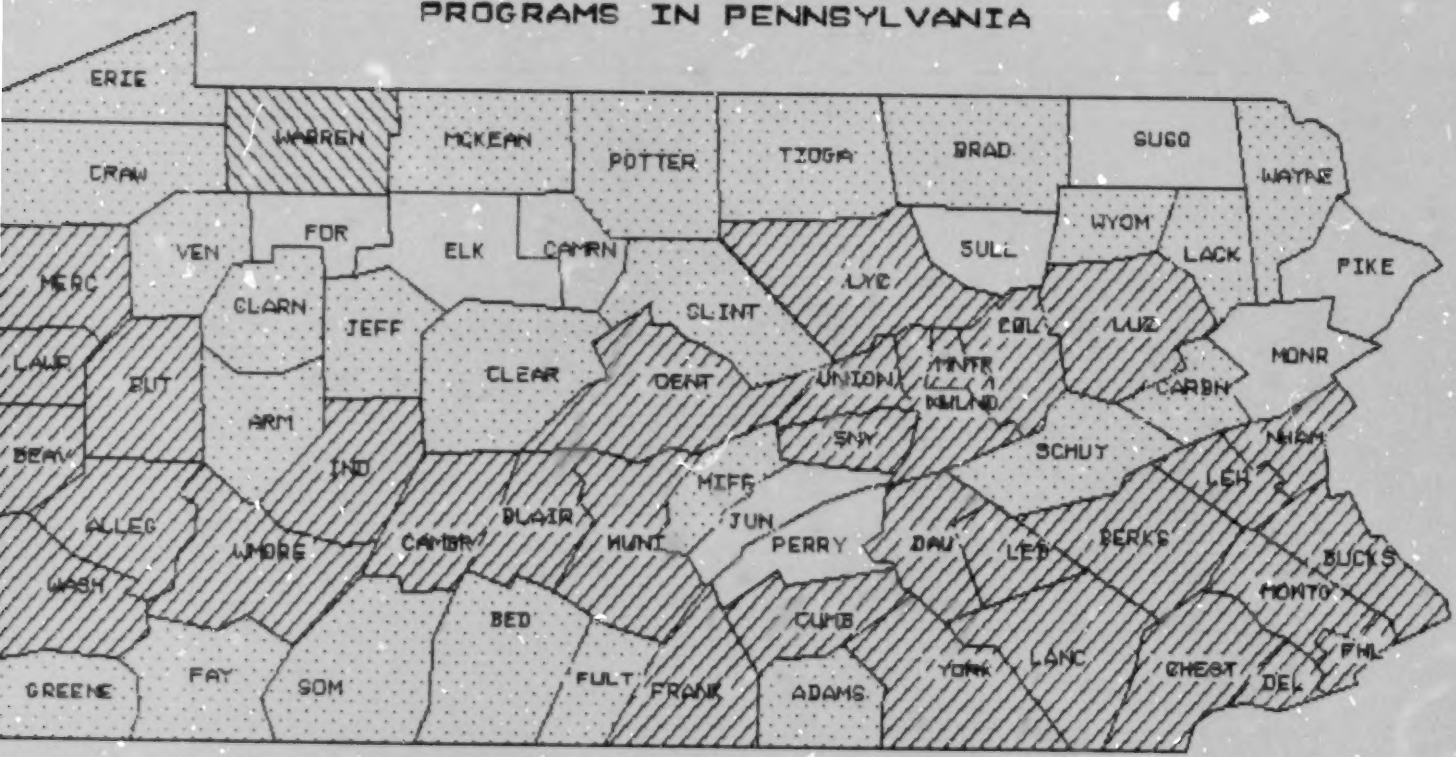
PROGRAM CHARACTERISTICS

Although the level of funding Pennsylvania received under the Adult Education Act was reduced to $4,740,341 for this reporting period, Adult Basic Education programs in the state continued to make progress in providing educational opportunities for undereducated adults in 1983-84. Community-based programs or services, such as those sponsored by local school districts (LEAs), intermediate units (IUs), colleges/universities and public/private nonprofit agencies, were provided in 57 of Pennsylvania's 67 counties (85.1 percent). Thirty-three of these counties also had institutional ABE/GED programs, such as those at correctional institutions and state hospitals, where the students are residents at the institutions. Warren County had only an institutional program, bringing the total number of counties served in 1983-84 to 58, or 86.6 percent. The location of these counties is shown on Figure 1, and Table 1 shows the distribution of the programs serving each county. In addition, ten Section 306 programs extended their services into previously unserved areas in the past year but did not extend into unserved counties.

Figure 1 also shows the location of the nine counties that did not have ABE/GED services in 1983-84. Seven of these counties are in the sparsely-populated northern tier of Pennsylvania. Therefore, although further progress could be made in reaching every county, the vast majority of eligible adults have access to adult basic education. Furthermore, the ABE program is publicized through the Pennsylvania Adult Education Mid-Winter Conference, letters to the Chief Executive Officer of local school districts, colleges, universities and IUs, letters to previously funded ABE program directors, the Pennsylvania Federal Coordinators' Conference and the Pennsylvania Bulletin. Thus, it can be assumed that the Pennsylvania school districts and intermediate units in the unserved areas were aware of the availability of ABE funds but did not choose to apply for funding. Lastly, students from 66 Pennsylvania counties (all except Sullivan County) participated in the 1983-84 ABE program, indicating that many students participate in programs outside the counties in which they reside.

One hundred twenty-six different agencies sponsored Section 306 ABE programs in Pennsylvania in 1983-84. This number represents a decrease of one ABE sponsor from the previous year. Table 2 shows that school districts continued to sponsor most of the programs. Sponsorship by nonprofit agencies declined for the first time in the five years since these agencies became eligible for funding. The number of intermediate units sponsoring programs has decreased by two, and the number of colleges and universities sponsoring programs increased by one. In addition, the Pennsylvania Department of Education sponsored 16 programs in state correctional institutions through its Division of Corrections Education.

FIGURE 1
DISTRIBUTION OF ABE/GED PROGRAMS IN PENNSYLVANIA



COUNTIES WITH COMMUNITY ABE/GED PROGRAMS
COUNTIES WITH INSTITUTIONAL ABE/GED PROGRAMS
COUNTIES WITH BOTH TYPES OF ABE/GED PROGRAMS
COUNTIES WITH NO ABE/GED PROGRAMS

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Table 1
Distribution of Section 306 Programs Serving Pennsylvania Counties

County	Number of Institutional Programs Providing Services	Number of Community-Based Programs Providing Services	County	Number of Institutional Programs Providing Services	Number of Community-Based Programs Providing Services
Adams	-	1	Lackawanna	-	4
Allegheny	5	14	Lancaster	1	4
Armstrong	-	3	Lawrence	1	3
Beaver	1	2	Lebanon	1	2
Bedford	-	2	Lehigh	2	2
Berks	2	4	Luzerne	1	4
Blair	1	4	Lycoming	2	2
Bradford	-	5	McKean	-	4
Bucks	1	9	Mercer	3	6
Butler	1	2	Mifflin	-	1
Cambria	1	4	Monroe	-	-
Cameron	-	-	Montgomery	4	11
Carbon	-	1	Montour	1	2
Centre	2	5	Northampton	1	6
Chester	3	6	Northumberland	1	2
Clarion	-	2	Perry	-	-
Clearfield	-	1	Philadelphia	1	9
Clinton	-	2	Pike	-	-
Columbia	1	2	Potter	-	1
Crawford	-	4	Schuylkill	-	4
Cumberland	3	4	Snyder	1	1
Dauphin	5	6	Somerset	-	2
Delaware	4	11	Sullivan	-	-
Elk	-	-	Susquehanna	-	-
Erie	-	8	Tioga	-	1
Fayette	-	3	Union	2	1
Forest	-	-	Venango	-	1
Franklin	1	4	Warren	1	-
Fulton	-	2	Washington	2	5
Greene	-	2	Wayne	-	1
Huntingdon	2	2	Westmoreland	2	5
Indiana	1	2	Wyoming	-	2
Jefferson	-	1	York	2	4
Juniata	-	-			

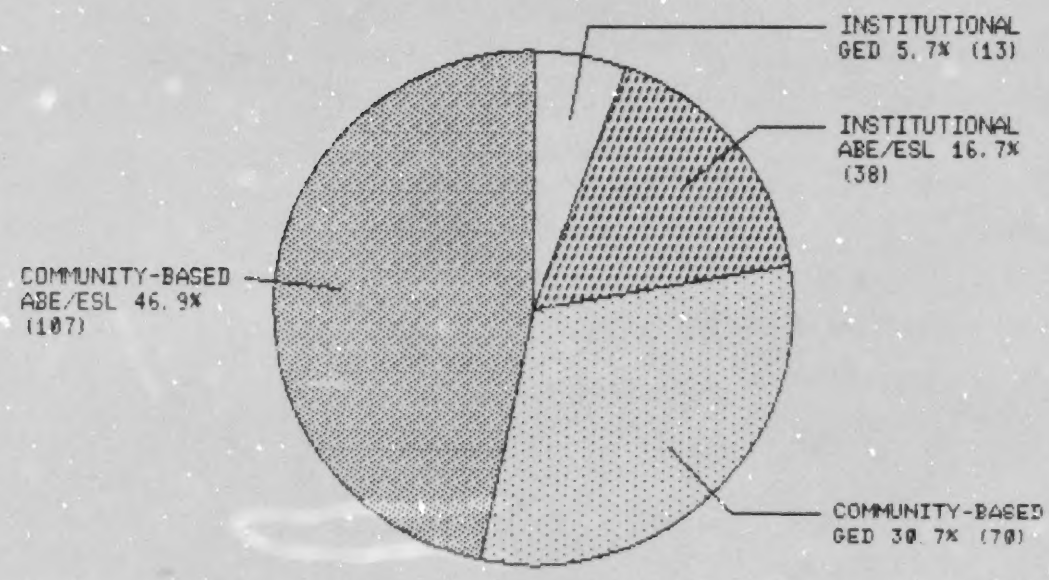
Table 2
Distribution of Program Sponsors

Type of Sponsor	1983-84	1982-83	1981-82	1980-81
School Districts*	75	74	73	74
Intermediate Units	20	22	22	23
Public/Private Nonprofit Agencies	23	24	20	25
Colleges/Universities	7	6	5	4
Pennsylvania Department of Education	1	1	1	1
TOTAL	126	127	121	127

* Including Area Vocational-Technical Schools, of which there were 10 in 1983-84.

In 1983-84, the 126 sponsors were funded for a total of 228 programs, or 8 programs less than in 1982-83. The greatest proportion of these programs (46.9 percent) were community-based ABE/ESL programs (Figure 2), followed by community-based GED programs (30.7 percent).

Figure 2
Types of Programs Funded



Although progress occurred in increasing the distribution of opportunities to participate in adult education programs throughout the state, rising costs and reduction of federal funding resulted in further reduction of the number of students served. Table 3 shows that 2,292 fewer students (defined by the U.S. Department of Education as enrollees who completed 12 or more program contact hours or met their personal objectives in less time) were served in 1983-84 than in 1982-83. In contrast, Table 5 indicates that the number of classes increased by 16 (1.3 percent) in 1983-84. The resulting apparent reduction in class size is at least partially offset by increased retention of students in terms of contact hours.

The number of enrollees who dropped out of the program before completing 12 hours or meeting their personal objective in less time increased from 13.6% in 1982-83 to 14.5% in 1983-84. However, those students who completed at least 12 hours or met their personal objective in less time in 1983-84 received 2,037,929 hours of service, an increase of 3.8 percent over the previous year's total hours of service despite the decline in the number of students.

Table 3
Participation in Section 306 Programs

	1983-84	1982-83
Number of Students enrolled	32,745	35,042
Decrease from previous years	2,297	1,566
Number of students who completed at least 12 contact hours or met their personal objective in less time	27,992	30,284
Decrease from previous year	2,292	2,970

Class Sites

ABE sponsors conduct classes in many different locations. Table 4 shows the enrollment for each type of class site for the past three years. As in 1982-83, junior/senior high schools accommodated the greatest number of students, serving 25.8 percent of the 1983-84 students. Learning centers also served a large proportion of students (25.3 percent). Community centers (including outreach sites such as libraries, churches, and YM/YWCAs), and correctional institutions (county, state, and federal) ranked third and fourth, respectively, in accommodating students for the past three years. Percentages of students attending classes at elementary schools and institutions for the handicapped decreased significantly, while significant increases occurred at hospitals, vocational-technical schools, and four-year colleges.

Table 4
Enrollment by Class Site

	1983-84		1982-83		1981-82	
	Number of Students	%	Number of Students	%	Number of Students	%
Junior/Senior High	7,231	25.8	8,012	26.5	8,098	24.4
Learning Center	7,076	25.3	7,210	23.8	7,989	24.0
Community Center	4,716	16.8	5,540	18.3	5,533	16.6
County Prison	2,141	7.6	1,579	5.2	2,039	6.1
Federal/State Correctional Institution	1,194	4.3	1,299	4.3	1,550	4.7
Institution for Handicapped	1,078	3.9	1,491	4.9	1,594	4.8
Hospital	841	3.0	589	1.9	1,060	3.2
Vo-Tech School	838	3.0	723	2.4	590	1.8
Elementary School	584	2.1	1,038	3.4	926	2.8
Community College	391	1.4	547	1.8	586	1.8
Business/Work Site	142	0.5	186	0.6	423	1.3
Four-Year College	94	0.3	0	0.0	0	0.0
Other	1,616	5.8	1,595	5.3	1,948	6.0
No Response	50	0.2	475	1.6	918	2.8
TOTAL	27,992	100.0	30,284	100.0	33,254	100.0

As previously mentioned, program administrators reported 16 more classes in 1983-84. This increase combined with the decrease in the number of programs to raise the average number of classes per program from 5.1 in 1982-83 to 5.4 in 1983-84. The distribution of classes shifted toward more evening classes (59.3 percent in 1983-84, 57.0 percent in 1982-83), more noninstitutional classes (87.1 percent in 1983-84, 86.0 percent in 1982-83), and more ABE/ESL classes (79.8 percent in 1983-84, 71.3 percent in 1982-84). Table 5, however, shows that daytime classes predominated at institutions. The average class accommodated 23 students. This class size is larger than the 22-student average for 1981-82 and smaller than the 25-student average for 1982-83. The increasing numbers of staff affect class size, but the continuing rise in the proportion of volunteers combines with this year's decline in the number of full-time staff and a two-year decline in the number of paid staff to produce major changes in some programs' class structure.

Table 5
Distribution of Classes

Level of Instruction	Institutional		Noninstitutional		
	Day	Night	Day	Night	Total
ABE	73	66	364	477	980
GED	7	12	56	173	248
TOTAL	80	78	420	650	1,228

Enrollment by Entry Level

Students in basic education classes are enrolled at one of three levels: English as a Second Language (ESL), grades 0 to 4, and grades 5 to 8. Adult secondary programs include grades 9 to 12. Table 6 shows the distribution of enrollment by these entry levels for six years. The figures show that the proportion of students enrolled at the ESL level has dropped to the lowest point since 1978-79, while the proportion of students enrolled in secondary education programs is at its highest point during this six-year period. In fact, it is at the highest point since 1974-75, when it was 28 percent. The proportion of students enrolled at the 0-4 level rose significantly from 1982-83 to 1983-84 but remains below the level of the previous two years.

Table 6
Enrollment by Entry Level

Entry Level	Enrollment						
	1983-84		1982-83	1981-82	1980-81	1979-80	1978-79
	Number	Percent	Percent	Percent	Percent	Percent	Percent
ESL	3,087	11.0	12.3	13.2	13.2	12.8	10.0
0-4	5,505	19.7	17.7	20.4	20.6	18.6	17.0
5-8	12,935	46.2	47.0	44.7	46.3	46.4	52.2
9-12	6,465	23.1	23.0	19.5	19.7	21.7	20.8
Not Reported	0	0.0	0.0	2.2	0.0	0.5	0.0
TOTALS	27,992	100.0	100.0	100.0	100.0	100.0	100.00

Status of Enrollees at End of Program

Table 7 shows improvement in the overall 1983-84 retention/completion rate over that in 1982-83. This rate increased for all levels except the 5-8 level, and it increased sharply for the 0-4 level. The overall rate remains slightly below the 1982-82 rate but above the 1980-81 rate of 64.4 percent. The highest retention/completion rate occurred for the secondary level, as has been the case for several years, but the sudden rise for the 0-4 level brought it almost to the rate of the secondary level. Although the completion rates for ESL and for the 9-12 level continued to decline, the overall completion rate increased for the first time since 1979-80, when it was 47.2 percent. On the other hand, the percentage of students who remained at their entry level has increased from 22.8 in 1979-80 to 33.4 in 1983-84. Despite the long-term decline in the completion rate, the retention/completion rate remains relatively constant.

Table 7
Retention/Completion Rates

Entry Level	Percent Stayed at Entry Level			Percent Passed Entry Level			Total Percent Retained or Passed		
	83-84	82-83	81-82	83-84	82-83	81-82	83-84	82-83	81 82
ESL	45.2	39.1	39.4	20.8	25.6	32.0	66.0	64.7	71.4
0-4	47.5	44.1	43.0	24.6	18.3	19.9	72.1	62.4	62.9
5-8	30.6	33.9	28.5	35.3	33.4	41.3	65.9	67.4	69.8
9-12	21.3	20.1	20.5	50.9	52.0	52.7	72.2	72.1	73.2
ALL LEVELS	33.4	33.2	31.6	35.2	34.1	37.8	68.6	67.2	69.4

Over 33 percent of all the students in the ABE programs remained at entry level. This does not necessarily indicate a lack of progress since these students may have progressed within their levels or enrolled in a program near its end. Proportionally more primary students (entry level 0-4) remained at entry level. In contrast, secondary students (entry level 9-12) were most likely to complete their entry level. This trend has been observed for the last several years.

Table 8 shows the distribution of students who completed at least 12 program hours or met their personal objective in less time but left the program without completing the course level requirements (early separations). The figures for 1983-84 show improvement at all levels except the 5-8 level. The early separation rate increased for the 5-8 level. However, the rates for the other three levels and the overall rate of early separation declined. Notice should be taken that many of the students left their programs prematurely for positive reasons such as meeting their personal objective, becoming employed, or accepting a better job. These reasons will be discussed in the Student Characteristics section of the report.

Table 8
Early Separations*

Level	1983-84 Percent	1982-83 Percent	1981-82 Percent	1980-81 Entry Percent
ESL	33.9	35.3	28.6	35.6
0-4	27.8	37.6	37.1	36.1
5-8	33.0	32.7	30.2	37.3
9-12	27.4	27.9	26.8	31.6
ALL LEVELS	30.8	32.8	30.6	35.6

*Separated after 12 or more program contact hours or after meeting personal objective in less than 12 hours.

Contact Hours

Table 9 shows the average number of instructional, other contact and total contact hours students in the Section 306 adult education programs received in 1983-84 and whether the figures given are greater or less than in the preceding year. It should also be noted that the averages for ABE/ESL students are greater than those for GED students since ABE/ESL programs generally operate for 200 hours, whereas GED programs operate for 100 hours. The actual instructional hours, though, are less than the program length since most of the programs are open entry/open exit and GED students generally withdraw from the program when they pass the GED test.

Table 9 shows that ABE/ESL students received an average of 76.7 hours of instruction, an increase from an average of 66.9 hours in 1982-83. The averages ranged from a low of 38.5 hours of instruction at business/work sties to a high of 171.4 hours at institutions for the handicapped. GED students received an average of 45.7 hours of instruction, which is 1.0 hours less than the year before.

Over 77 percent of all ABE/GED students received services in addition to instruction in the adult education programs. These services included counseling, testing and other services and averaged 3.4 hours for ABE/ESL students and 2.8 hours for GED students.

Table 9
Average Instructional, Other Contact, and Total Program Contact Hours and Change from 1982-83*

Class Sites	Level of Instruction	Average Instructional Hours	Average Other Contact Hours	Average Total Program Contact Hours**
Elementary School	ABE	64.6 +	4.1 o	68.7 +
	GED	27.0 -	8.1 +	35.1 -
Junior/Senior High	ABE	66.7 +	2.9 -	69.6 +
	GED	46.7 -	2.2 +	48.9 -
Learning Center	ABE	90.8 +	4.5 +	95.3 +
	GED	43.1 -	3.1 -	46.2 -
State or Federal Correctional Institution	ABE	90.5 +	2.3 +	92.8 +
	GED	66.8 +	2.9 +	69.7 +
County Prison	ABE	58.3 -	2.0 +	60.3 -
	GED	42.0 -	1.3 -	43.3 -
Hospital	ABE	68.4 +	4.4 +	72.9 +
	GED	67.0 +	2.4 +	69.4 +
Institution for Handicapped	ABE	171.4 +	3.5 +	175.0 +
	GED	35.2 -	6.7 +	41.9 -
Vo-Tech School	ABE	50.9 +	4.2 +	55.1 +
	GED	42.8 -	2.4 +	45.2 -
Business/Work Site	ABE	38.5 -	1.4 +	39.9 -
	GED	18.8 +	3.0 +	21.8 +
Community Center	ABE	59.8 +	3.1 +	63.0 +
	GED	40.7 +	2.6 -	43.4 +
Student's Home	ABE	30.5	1.0	31.6
	GED	--	--	--
Community College	ABE	44.0 -	4.5 -	48.5 -
	GED	34.2 -	4.3 -	38.5 -
4-Year College	ABE	96.3	2.2	98.5
	GED	--	--	--
Other	ABE	88.9 +	3.0 +	91.9 +
	GED	53.6 +	6.0 +	59.7 +
TOTAL	ABE	76.7 +	3.4 +	80.1 +
	GED	45.7 -	2.8 +	48.5 -
Students Who Separated Prematurely	ABE	46.1 -	2.6 +	48.7 -
	GED	26.4 -	2.7 +	29.1 -
Students Who Remained at Entry Level	ABE	79.7 +	3.3 +	83.0 +
	GED	44.6 -	2.5 -	47.1 -
Students Who Passed One or More Levels	ABE	104.8 +	4.3 +	109.1 +
	GED	56.5 +	3.0 +	59.5 +
Students Who Met Their Objectives in Less Than 12 Program Contact Hours	ABE	3.9 -	1.9 +	5.7 -
	GED	5.4 +	2.4 +	7.8 +

*A "+" beside a number indicates that more time was completed in 1983-84 than in 1982-83; a "o" indicates no change from 1982-83; a "-" indicates that more time was received in 1982-83 than in 1983-84; blanks for two types of class site indicate incomparability due to definitional changes between years.
**Rounding causes some lines to appear to have errors in totalling.

Program Cost

As previously mentioned, funding for the adult education programs in Pennsylvania under the Adult Education Act was reduced to $4,740,341 for the past year. These funds provide for the operation of the programs funded under Sections 306 and 310 of the Act and the administration of the program. In 1983-84, $4,327,658 (which includes carry-over monies) were allocated to local agencies/institutions for the operation of the Section 306 programs described in this report. These funds are primarily used for instructional salaries, textbooks, other teaching materials and in-service training. In addition, grantees are required to contribute a minimum of 10 percent of the grant award to the program, which usually included the facilities, maintenance costs, electricity, heat and other services. During the current reporting period, 2,037,929 hours of service (both instructional and other contact hours) were provided to students enrolled in ABE programs in Pennsylvania. With the 10 percent local match, the "accountable" cost per contact hour is estimated to be $2.34.

Summary

Although the level of funding for the adult education programs was reduced from 1982-83 to 1983-84, progress was made in increasing the availability of programs throughout the state. Progress was also made in decreasing the overall rate of premature separations among students who received at least 12 hours of service. However, the rate of enrollees who dropped out of the program before completing 12 hours or meeting their personal objective increased. Due to rising costs there were fewer students, but the total number of service hours increased. In addition, the long-term declining rate of completions for students enrolled at the ESL level and the increasing rate of early separation at the secondary level suggest that special efforts should be considered by local program administrators to analyze the reasons for early separations and noncompletions to determine if these target groups can be better served.

STUDENT CHARACTERISTICS

ABE programs provided instruction to 27,992 students during the 1983-84 program year. Students enrolled in the beginning level of instruction (grades 0-4) comprised 19.7 percent of this group; intermediate level (5-8) students, 46.2 percent; advanced level (9-12) students, 23.1 percent; and ESL (English as a Second Language) students, 11.0 percent. Demographic, recruitment, participation, completion, continuation, separation, and impact data presented in this section reflect students who have completed 12 or more program contact hours and students who have met their personal objectives in less than 12 hours. Enrollees who separated from their program before completing 12 program contact hours and before they met their personal objectives are discussed separately at the end of this section. A copy of the Student Intake/Data Form by which the information was obtained appears in Appendix A.

Demographic Data

The ABE student population continued to be predominantly young, single, and nearly equally divided between males and females. Over half of the ABE students were single (50.5 percent), 33.0 percent were married, and 15.5 percent were separated, divorced or widowed. Single parents comprised 8.5 percent of the total student population, a significant increase over the previous year's 7.4 percent; 66.5 percent of these students were females. Inclusion of divorced, separated, and widowed parents would raise to 17.2 the percentage of single parents who have dependent children; 69.2 percent of these students were female. Only 24.4 percent of the ABE students were employed at the time of enrollment, an increase of 0.5 percent from 1982-83 but a decline of 0.8 percent from 1981-82. Nearly 50 percent of the students were unemployed and available to work. The remaining students were unemployed and unavailable to work. That slightly more than 27 percent of the students enrolled were on public assistance involved a decline of almost one percent from the previous year.

Table 10
Distribution of Students by Age and Sex

	Male		Female		Sex Not Indicated		TOTAL	
Age	Number	Percent	Number	Percent	Number	Percent	Number	Percent
24 and Younger	6,430	23.0	5,079	18.1	--	--	11,509	41.1
23-34	4,137	14.8	4,072	14.6	--	--	8,209	29.3*
35-44	1,894	6.8	2,392	8.6	--	--	4,286	15.3*
45-54	782	2.8	1,142	4.1	--	--	1,924	6.9
55-64	363	1.3	500	1.8	--	--	863	3.1
65 and Older	317	1.1	820	2.9	--	--	1,137	4.1*
Age not Indicated	18	0.1	28	0.1	18	0.1	64	0.2*
TOTAL	13,941	49.8*	14,033	50.1*	18	0.1	27,992	100.0

*Rounding causes some percentages to appear to total incorrectly.

Table 10 displays the distribution of 1983-84 students by age and sex. The largest age group continued to be 24 and younger, and 70.6 percent of all students were younger than 35 years of age. Age and numbers enrolled were inversely related (that is, as age increased, enrollment declined) except for the two oldest groups, a trend which continues from past years.

The ratio of males to females appeared to be correlated with age. As age increased, the proportion of male students declined as the proportion of females increased. The youngest age group contained considerably more males than females, the 25 to 34 year-old group was nearly equally divided between the sexes, and females outnumbered males in all groups over 34 years of age. This characteristic of the student population seems to be a constant one, as it surfaces year after year.

Sixty-six percent of the students enrolled were White, 20.9 percent were Black, 5.4 percent were Asian or Pacific Islanders, and 7.3 percent were Hispanic. The remaining 0.4 percent was comprised of Native Americans (0.3 percent) and individuals for whom data was missing.

Table 11 shows the distribution of students by racial/ethnic designation for the years 1979-83. Note that for 1981-82, Southeast Asian Refugee as a separate category was eliminated. This accounts for the increase in Asian or Pacific Islander students from two percent in 1980-81. The proportion of White enrollees has increased by five percent over the last five years, while Black enrollments increased almost to the 1979-80 level. The proportion of Hispanic students remained at seven percent, where it has been for four of the last six years.

Table 11
Distribution of Students by Racial/Ethnic Designation

Race/Ethnic Group	1983-84 Number	1983-84 Percent	1982-83 Percent	1981-82 Percent	1980-81 Percent	1979-80 Percent
White	18,469	66	66	63	62	61
Black	5,864	21	18	19	23	22
Hispanic	2,030	7	7	6	8	7
Asian or Pacific Islander	1,512	5	7	9	2	2
Native Americans (Indians, Eskimos)	82	*	*	*	*	*
SE Asian Refugee	--	--	--	--	5	5
Race Not Available	35	*	2	3	*	3
TOTAL	27,992	100	100	100	100	100

*Less than 0.5 percent of total.

Racial/ethnic designations listed by sex revealed, for the third successive year, more Hispanic and Black males than females, and more White females than White males. There were more Native American males than females, and more female Asian or Pacific Islanders than male. This matches the 1982-83 pattern but was not the case in 1981-82 for these two races.

A study which identified the current ABE target population in Pennsylvania (Hanniford, et al., 1980) reported Blacks to be 11 percent and Hispanics one percent of the ABE target population. The proportions of Black and Hispanic students remain substantially higher this year than their corresponding proportions in the target population. The proportion of Black students increased for the first time since 1980-81. The proportion of Asian and Pacific Islander students continued to decline from its 1981-82 high.

Recruitment

When asked to report their major reason for participating in an ABE program, 45.3 percent of the students responded that they wanted to get a diploma, a decrease of 1.8 percent. The proportion of students who enrolled to improve basic skills rose 3.6 percent during this reporting period, to 17.9 percent, and 11.6 percent enrolled to learn better English, a decrease of 0.9 percent. Only 10.4 percent of the students enrolled primarily to improve job prospects, which is an increase of 0.2 percent but much less than in 1981-82, when over 15 percent of the students enrolled for this reason. Lesser reasons for participation included 7.8 percent to qualify for a training program (increased 0.8 percent) and 3.8 percent for social reasons (declined 0.2 percent).

ABE recruitment occurred through both formal and informal channels. Students found out about ABE programs most often (38.2 percent) through a relative, a friend, or another student, a decrease of 0.4 percent from 1982-83. Human service agencies informed 13.2 percent of this year's students, and 12.7 percent of students found out via the media, increases of 0.1 percent and 1.0 percent respectively. School counselors were cited by 7.9 percent of the students as the way they found out about ABE programs, a decrease of 1.5 percent, and 6.8 percent of the students were referred by institutional personnel.

Less than three percent of the ABE program administrators reported recruitment problems in 1983-84, compared with 7, 1, 6, 12, 11, and 29 percent in the six previous years. These figures indicate that recruitment problems have been reduced substantially since 1977-78 despite the dramatic increase observed in 1982-83. The overall decline may be due, in part, to the increasing number of ABE programs establishing cooperative arrangements with other agencies. It may also be linked to the reduction in the amount of funds available for ABE programs and to the continuing trend of reducing class size. With the size of classes reduced, fewer students are needed to fill the classes, thus causing recruitment to constitute less of a problem. Also, although the number of classes increased slightly from 1982-83 to 1983-84, the trend in recent years has been a declincing number of classes. More programs reported problems of long waiting lists and inability to provide enough classes rather than problems in recruiting.

Separations

About 2.0 percent less students with 12 or more program contact hours separated prematurely this year than in the previous year. The program characteristics section of the report contains information about separations at each entry level.

Table 12 lists the primary reasons for premature separations for the years 1980-84. The largest proportion of separations in 1983-84 was attributed to students' lack of interest. Students who separated early because of a lack of interest comprised 14.5 percent of this group. Although this proportion increased 2.8 percent from that for 1982-83, it remained lower than the proportion in 1979-80 and 1980-81. All other reasons for separating changed less than one percent.

Release or transfer from an institution caused 13.5 percent of the early separations in 1983-84. This reason has consistently ranked first or second for a decade.

Table 12
Primary Reasons for Premature Separations

	Separations					
	1983-84		1982-83		1981-82	1980-81
Primary Reason	Number	Percent	Number	Percent	Percent	Percent
Lack of interest	1,250	14.5	1,054	11.7	11.5	15.9
Release or transfer from institution	1,163	13.5	1,207	13.4	13.2	11.2
To take a job	486	5.6	453	5.0	4.9	4.2
To enter another training program	467	5.4	488	5.4	5.4	5.6
Moved from area	431	5.0	464	5.2	5.6	4.6
Other known reason	427	5.0	411	4.6	4.9	7.8
Health problem	397	4.6	421	4.7	4.3	5.1
Met personal objective	396	4.6	404	4.5	9.7	9.2
Family problem	376	4.4	466	5.2	5.0	4.0
Transportation problem	346	4.0	425	4.7	4.5	3.5
Child care problem	278	3.2	329	3.7	3.1	2.7
Time class/program is scheduled	236	2.7	287	3.2	3.3	4.0
Financial problem	145	1.7	156	1.7	1.3	0.5
To take a better job	75	0.9	64	0.7	0.9	1.2
Location of class	27	0.3	34	0.4	0.9	--
Information unavailable or missing	2,121	24.6	2,335	26.0	21.3	20.5

All premature separations should not be viewed as failures; ABE programs had a positive impact on many persons despite their premature separations. For example, 16.5 percent of the students left programs early for the following reasons: to take a job, 5.6 percent; to enter another training program, 5.4 percent; met personal objective, 4.6 percent; and to take a better job, 0.9 percent.

Reason for separation was unavailable for 24.6 percent of the students who left early. Obtaining more complete information traditionally has been difficult for ABE programs. Although this rate has declined from 26.0 percent in 1982-83, increased follow-up at the local level would produce better statewide survey data as well as provide programs with feedback from students who separated early. However, at times such follow-up information is not practical to retrieve; in many cases, the information is truly unobtainable.

Tabulation (by race, age, sex, entry level, and class location) of this year's data from students who separated early provided more specific information about the separation rate and reasons for separating. Examination of separation by age group revealed that the rate of separation decreased as age increased. This trend was also observed in the previous two years. The early separation rate ranged from 36.8 percent for those students who were 24 years old and younger to 8.6 percent of the students who were over 64 years of age. Some reasons for separating early seem to be correlated with age. For instance, the proportion of younger adults who mentioned financial problems, child care problems, and lack of interest was greater than that for other age groups, and the proportion of older adults who cited family problems, moving, and location problems was greater than the proportion in the younger age groups. Separation caused by health problems also increased as age rose. Younger students (34 and younger) were more apt to separate due to entering other training. Among students over age 64, almost a third of early separations resulted from institutional release.

The 1983-84 early separation rate for men was 3.3 percent higher than that for women, although men ranked 3.8 percent higher than women in 1982-83 early separations. Some reasons for separation appeared to be indirectly related to the gender of the student. Since more men than women are found in institutions offering ABE programs, men predictably were more likely than women to designate institutional release or transfer as a reason for separation. While 16.5 percent of the males separating early had lost interest in the program, only 12.5 percent of the females left for this reason. Males also cited schedule problems more often than females, and more women than men attributed their separations to problems with health, transportation, child care, or families. Finally, more men than women left the program to take a job, to take a better job, or to enter other training.

The early separation rate within each racial/ethnic group ranged from 25.6 percent for Native Americans to 38.9 percent for Black students. Whites, Blacks, and Hispanics designated release or transfer from institutions as a reason for separating more than the other groups. Proportionately more Asian or Pacific Islander students indicated moving as the reason for leaving the program. This was also true in 1982-83. The leading cause for early separation among Native Americans and Whites was lack of interest.

Early separations that occurred at each entry level were discussed in Table 8 of the Program Characteristics section of this report. ESL students' most frequent reasons for separating were moving, obtaining a job, and entering another training program. Beginning students were most likely to leave because they were released or transferred from an institution, because they entered another training program, or because of lack of interest. Intermediate students indicated being released or transferred from an institution, having a lack of

interest, and obtaining a job as the reasons for their departure. Advanced students who left early did so because of a lack of interest, because they obtained a job, or because of transportation problems.

The early separation rate within each class location varied from 9.9 percent at business/work sites to 53.2 percent at four-year colleges. Programs operating at community centers showed the second lowest separation rate, 26.3 percent. About one-third of the students attending classes at hospitals and correctional institutions left the program early, primarily due to release or transfer.

As expected, many participants in institutions cited release or transfer as the primary reason for early separation. Over 79 percent of all students who left county prison programs early and over 66 percent of the early separations at hospitals stopped attending for this reason. Enrollment in other training programs was the reason cited more frequently (almost half of all cases) by students in institutions for the handicapped than by students taught at any other class location. Students from state and federal correctional facilities left most often because of a lack of interest. Over 41 percent of the students for which the reason for separation was unavailable attended ABE classes at a junior high or secondary school, indicating that increased follow-up at these sites is necessary. Although four-year colleges had the highest rate of early separation, their early separations also had the highest proportion (20 percent) of students separating to take a job.

Completions

In 1983-84, 35.2 percent of all ABE students passed their entry levels. The rate of completion for each entry level is shown in Table 7 in the Program Characteristics section. Completion rates were analyzed to determine whether they varied by age, sex, racial/ethnic group, or class location.

The completion rate ranged from 30.8 percent for the 55-64 age group to 37.6 percent for the 45-54 age group. The 35-44 age group had a completion rate of 37.4 percent; the 25-34 age group had a 35.4 percent rate. The youngest age group had a completion rate of 34.9 percent, and the 65 and older age group had a 33.4 percent rate. The completion rate for the 65 and older age group improved dramatically from the 4.9 percent rate of 1982-83, but the completion rate for each other age group declined slightly.

The completion rate for males was 34.3 percent, and it was 36.6 percent for females. This difference in completion rates has widened since 1982-83; the completion rate for males declined 0.7 percent while that for females rose 0.1 percent.

Racial/ethnic groups reported the following completion rates: Native American, 56.1 percent; White, 39.0 percent; Black, 31.3 percent; Asian or Pacific Islander, 23.7 percent; and Hispanic, 23.3 percent. Completion rates for the Hispanic and Asian or Pacific Islander groups each declined 5.0 percent from 1982-83, while the rates for the other three groups rose.

Completion rates also varied by class location, although less so than in the previous year. Each of the three types of class location which had the lowest completion rates in 1982-83 raised its completion rate in 1983-84. The completion rate at business/work places rose from 11.8 percent to 12.0 percent, at hospitals from 10.9 to 18.3 percent, and at institutions for the handicapped from 11.7 to 19.9 percent. Students reported as receiving most of their instruction in homes had a 12.8 percent completion rate in 1983-84, but no students were reported for this class location the previous year. State and federal correctional institutions raised their completion rate from 47.7 percent in 1982-83 to 49.7 percent in 1983-84, while the rate at vocational-technical schools declined from 52.4 to 47.2 percent. The completion rate at secondary schools rose from 42.0 to 46.0 percent, while that at learning centers fell from 46.9 to 37.1 percent.

Impact Data

In addition to the frequency of completions, program accomplishments can be demonstrated through impact measures such as those listed in Table 13. For ease of comparison, the table also shows the major reason for participating in the program.

Nearly 70 percent of the 27,992 ABE students improved basic skills, 24.6 percent improved competency in consumer economics, and 6.0 percent of the students obtained jobs after having been unemployed. The percentage of students passing the GED test declined 0.2 percent from last year to 12.3 percent but remained 0.8 percent higher than in 1981-82. It is likely that a number of the 1,366 students who had not received the results of their testing when their data forms were submitted have also passed the test. Seven percent of the students entered another educational or training program, and 12.0 percent were referred to other agencies for needed services.

Cumulative information is available for some items. Since 1972-73, at least 38,271 students who participated in the statewide program have passed the GED test, 14,129 have obtained a job or been upgraded to a better job, and 2,067 have received U.S. citizenship. In addition, 1,322 students have been removed from public assistance in the last three years. Since 1979-80, 1,165 students have received a driver's license. While these figures are cumulative, it is important to keep in mind that these figures reflect only the impact of the program on the students which has either been observed by, or reported to, the program sponsor during the program year in which the students have been enrolled. Impact that has been observed or reported at the local level after data forms had been submitted, or even months after the student left the program, has gone unreported. In other words, the nature of the data collection procedure used in order to fulfill federal reporting requirements makes it difficult to accurately assess the progress made by students once the program year has ended.

Table 13
Reason for Participating in
ABE Programs and Program Impact

Major Reason for Participating	Number of Students Participating for This Reason		Number of Students Reporting Impact Data	
	1983-84	1982-83	1983-84	1982-83
To get a diploma or certificate	12,686	14,251		
Passed the GED test			3,442	3,782
GED Test taken--results not received			1,343	1,561
Obtained a high school diploma			685	599
To improve basic skills	5,010	4,338		
Improved basic skills			19,529	19,887
Was grade 0-8 or ESL and learned reading, math and writing skills			3,431	4,800
To learn the English language	3,243	3,781		
Learned the English language			1,849	2,237
To improve job prospects	2,909	3,099		
Obtained a job			1,688	1,481
Obtained a better job or salary increase			374	417
Removed from public assistance			254	280
To qualify for a training program	2,180	2,120		
Entered another education/training program			1,949	1,925
Social reasons	1,053	1,211		
To improve competency in areas other than basic skills	266	331		
Obtained or improved competencies in:				
Government and law			5,144	5,648
Community resources			7,025	7,269
Consumer economics			6,881	7,756
Parenting			1,229	1,174
Occupational knowledge			6,619	6,617
Health care			2,581	3,277
Other			1,526	1,381
To help children with homework	114	91		
To obtain citizenship	51	56		
Received U.S. citizenship			45	50
To get a driver's license	23	28		
Obtained driver's license			103	145
Other	429	500		
Met personal objective			1,353	1,302
Voted for first time			152	223
Referred to another agency (not educational) for services			3,358	4,591
Not reported	28	478		
TOTALS	27,992	30,284	(a)	(a)

[a]Impact data totals to more than 100 percent due to multiple responses.

This year, 2,955 student forms (10.6 percent) reported no impact data. This is an improvement over the proportion (14 percent) that was observed during the previous two years. It is likely that some of these students demonstrated successful program outcomes, but either the impact observed could not be adequately measured by the data collection instrument, or the impact occurred subsequent to the forms' submission. Unfortunately, the result remains a probable underestimate of the full impact at the statewide and local levels. Local staff members are strongly urged to complete the impact data section of every student's data form. In fact, if this section was left blank, the form was returned to the program sponsor to determine if it had been overlooked or if the form was intentionally left blank. In other words, no apparent impact was demonstrated, observed, or reported for any of these students unless forms arrived too late to permit their return for correction.

A comparison of impact items with students' reasons for participating provided a partial measure of goal attainment. Of the 4,402 GED students who stated that they attended classes to obtain a diploma, at least 1,474 passed the GED test and received the Commonwealth Secondary School Diploma, 600 had taken the GED examination but had not yet received their results, and 353 obtained a local high school diploma. Although these are not large numbers, it should be noted that it is characteristic of students who enroll in GED classes to set this as their major objective. However, most students are not functioning at the higher end of this 9-12 level, and hence do not obtain this objective as soon as might be expected. Instead, the student progresses until he or she eventually takes and passes the GED test. In addition, as indicated earlier, a number of students took the GED test and had not received the results at the time their data form had been submitted. Of the 5,010 students who stated that they attended classes to improve basic skills, 3,949 of them, or 78.8 percent did so. Of the 2,909 students who participated because they wanted to improve their job prospects, 395 had obtained a job, 44 had obtained a better job or salary increase, and 125 were removed from public assistance. Both the absolute number and the percentage for each of these job-related outcomes have increased since 1982-83, despite the fact that the number of students who cite improvement of job prospects as the major reason for enrolling has declined. Also, 411 of the 2,180 students who indicated that their reason for participation was to qualify for another educational or training program entered such a program. Finally, 13 of the 51 students who wanted to become U.S. citizens obtained their citizenship. As stated earlier, these figures probably reflect only a portion of goal attainment that actually occurred, since student objectives may have been met after their impact forms had been submitted.

Enrollees Not Meeting Requirements for Inclusion in the Federal Report

Enrollees with fewer than 12 program contact hours who did not report meeting their personal objective were not included in the main body of this report, since federal regulations specify an official student as one who has met these criteria. Although many of those in the resulting uncounted group were very early dropouts, 20.4 percent of them appeared to be serious ABE students who either needed fewer than 12 program contact hours to complete a level, or who enrolled near their program's end and were unable to receive 12 contact hours.

The proportion of all persons enrolled in ABE programs in 1983-84 that did not meet the federal criteria to be included as students was 20.9 percent, as compared to 13.6 percent in 1982-83 and 9.2 percent in 1981-82. This percentage includes 1,638 students for whom intake data, but not impact data, were received. The group of 3,115 persons for whom impact data were received generally resembles the population of students included in the main body of the report. The proportions on public assistance (27.7 percent) and those who were employed (28.4 percent) at the time they entered the program were slightly higher among the enrollees not meeting requirements for federal reporting than among enrollees meeting those requirements. As in the previous two years, the proportions of Black and Hispanic students were considerably higher in this group than in the student population, and the proportion of White students was lower. Despite the higher employment rate among this group, the proportion of enrollees available for work was also 1.7 percent higher. More of these enrollees attended classes in community centers, vocational-technical schools, business or work locations, and four-year colleges; fewer attended classes in correctional or health institutions, learning centers, and two-year colleges. Single enrollees comprised a 3.9 percent larger proportion in this group. Proportionately more students enrolled to obtain a diploma than in the larger group. (This was not the case for these enrollees during the previous reporting period.) More of these students enrolled to learn better English.

Although 79.6 percent of the 3,115 enrollees who had some impact data but could not be included were truly premature separations, the remaining 20.4 percent should not be labeled as such; 7.9 percent reported completing an instructional level and 12.5 percent remained at their entry level, generally enrolling near a program's end; at least 103 students (3.3 percent) passed the GED test, 49 others (1.6 percent) took the test but had not yet received their scores, 11 students received high school diplomas, and 122 (3.9 percent) entered other training or educational programs.

The reason for separating was available for 58.8 percent of the enrollees reported to have left the program early. Of these, 17.4 percent left because they lost interest, 7.5 percent separated due to a release or transfer from an institution, 5.2 percent had transportation problems, 2.5 percent had child care problems, and 2.5 percent left because of schedule problems. To take a job, or take a better job or salary increase was cited by 4.0 percent of the students in this category. Impact items showed that 28.6 percent of these enrollees improved their basic skills, and 8.8 percent were referred to other agencies. Although these participants were not considered official students, it is important to recognize that local programs provided them with instructional and support services totaling at least 19,693 hours, which had a positive impact on many students.

Summary

Demographic characteristics this year were similar to past years for the 27,992 students who received 12 or more program contact hours or met their personal objectives in less than 12 hours. An additional 4,753 students enrolled but were not included in the main body of the report since they did not meet these criteria. The student population continued to be young, single, and nearly equally divided between males and females, with females slightly

outnumbering their male counterparts. Over 17 percent of the students had dependent children but no current spouse. Although most participants were White, minority group members were represented in larger proportions in the student group than in the Commonwealth's adult population.

Most often, students indicated that obtaining a diploma was the reason they were participating. A student found out about the ABE program more often from a friend, a relative, or another student than from other sources. Human service agencies referred 13.2 percent of the students. Among the students who were unemployed and available for work at the beginning of their program, 8.8 percent reportedly obtained jobs by the end of the program.

Among students eligible for federal reporting, 2.0 percent less separated prematurely this year than in the previous year. Reasons for early separation were similar to those of previous years, with the largest numbers citing institutional release or transfer and lack of interest. More than 16 percent of these students reported positive reasons for separation. Both the separation rate and reasons for separation appeared to be correlated with age, sex, racial/ethnic group, and class location, continuing a trend of prior years. The completion rate also varied with each of these factors.

Although impact data collected in this fashion are not complete, they can be used to demonstrate to a great extent the effect of the program on its students. A large proportion of the students reported an improvement in basic skills and increased competencies concerning community resources, consumer economics, and occupational knowledge. In addition, a number of students, and therefore their dependents, were removed from the public assistance rolls, and a number of students obtained a job or a better job.

STAFF CHARACTERISTICS

Staff members from every ABE program were asked to complete the Staff Data Form shown in Appendix A. These forms provide information about each staff member's position in the local program and professional data including educational and employment background. Staff members from 226 of the 228 programs returned a total of 2,028 forms this year. In the following discussion, this total remains constant for 1983-84, but totals for earlier years sometimes vary slightly due to nonresponse of some staff members to some data items.

The number of staff positions reported this year increased 1.4 percent over last year but remained less than the number of staff positions reported in 1981-82. The increase in staff numbers results entirely from the growing use of volunteers; paid staff numbers have steadily declined for three years.

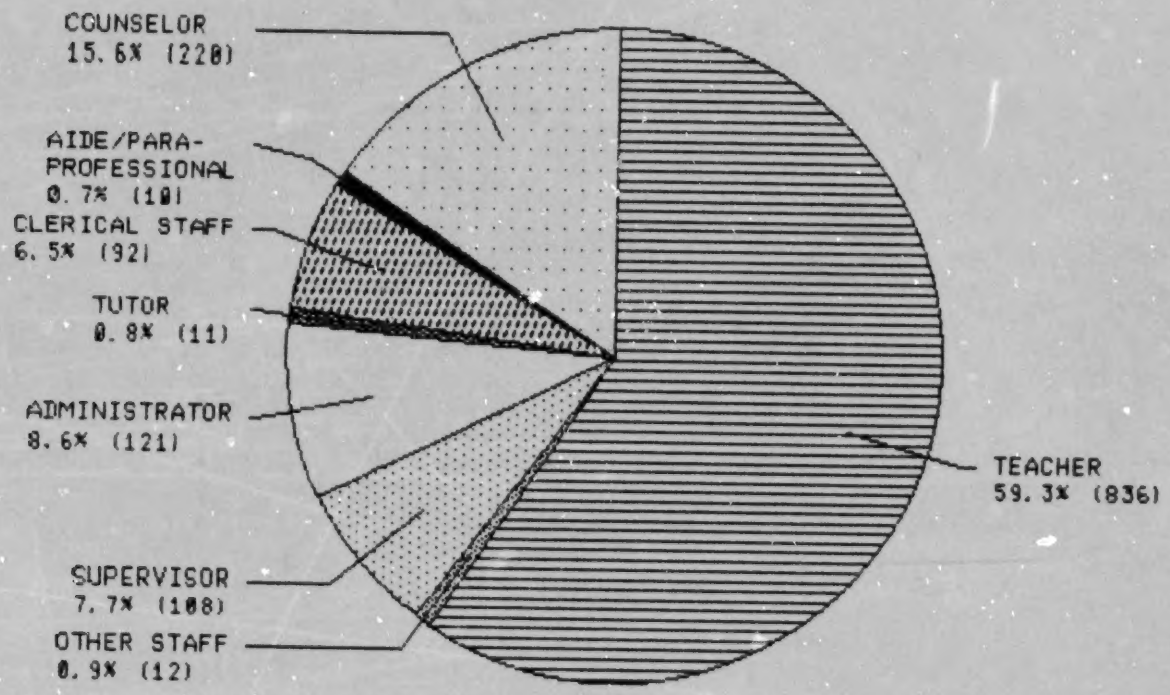
Program staff in 226 programs this year totaled 2,028 including volunteers compared to 2,000 in the 236 programs in 1982-83 and 2,041 in 252 programs in 1981-82. The average number of staff per program for each of the last four reporting periods was nine. In all years, the actual number of distinct and separate staff persons is lower than reported, since individuals working with more than one program were asked to submit a data form for each program. There was a decrease in the ratio of students to staff members, from 15 to 1 in 1982-83 to 14 to 1 in 1983-84. The ratio of students to staff in 1980-81 was 19 to 1, and in 1981-82 it was 16 to 1.

Only 3.6 percent of the staff members were full-time, a decrease of 0.3 percent from 1982-83. There were 618 volunteers reported this year (an increase of 23 percent) compared to 503 in 1982-83, 369 in 1981-82, 162 in 1980-81, and 12 in 1979-80. Most volunteers were working at the beginning (0-4) level, and with literacy councils which operated Section 306 funded ABE programs. As more nonprofit agencies offer Section 306 funded ABE programs and local educational agencies expand their linkage systems, the number of volunteers will probably continue to increase, as it has the past four years. Local program administrators are encouraged to submit a Staff Data Form for each volunteer. Table 14 shows the past four years' rapid increase of volunteers and a continuing seven-year trend of declining numbers of paid staff.

Primary Staff Functions

Program personnel indicated which staff positions they held. If they performed duties of more than one position, program staff ranked their positions according to the amount of time spent in each one. The proportion of each category among paid staff members was similar to other years, with the exception that between 1982-83 and 1983-84 numbers of paid teachers and clerical staff declined more rapidly than the numbers of paid personnel in other categories, thus raising the proportions of those other categories among the diminishing total number of paid staff. The proportion of teachers among paid staff declined from 62.2 percent to 59.3 percent, clerical staff from 6.7 percent to 6.5 percent. The primary positions of paid staff members reported are shown in Figure 3.

Figure 3
Primary Positions of ABE/GED 1983-84 Paid Staff



1,410 Paid Staff

At least 246 staff members, or 12.1 percent, held two or more positions within a single program; 51 persons held at least three positions, seven reported that they carried out at least four responsibilities, and three reported five separate functions. Again this year, counseling was the secondary function cited most often; supervising and teaching were next in frequency of mention as secondary functions.

Table 14 shows the distribution of 1983-84 staff members by primary job function and employment status, as well as the total group employment status for the past seven years. Over 96 percent of the program personnel reported that they worked part-time (i.e., fewer than 30 hours per week). However, more than the indicated 3.6 percent of staff members may have been full-time. Some staff were associated with two or more programs, and these persons divided their total weekly hours among the programs with which they worked, thereby entering this analysis as two or more part-time staff members. Nevertheless, most ABE programs operated on a part-time basis with part-time staff.

Table 14
Full- and Part-Time Status* of 1983-84 ABE
Staff and Comparison With Previous Years

Primary Staff Function	Full-Time Paid		Part-Time Paid		Volunteer		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Administrator	6	3.6	115	68.0	48	28.4	169	100.0
Supervisor	4	3.7	104	96.3	0	0.0	108	100.0
Teacher	41	4.9	795	94.1	9	1.1	845	100.0**
Counselor	7	3.2	213	95.9	2	0.9	222	100.0
Aide/Para-professional	2	10.5	8	42.1	9	47.4	19	100.0
Tutor	0	0.0	11	2.0	534	98.0	545	100.0
Clerical Support	5	4.9	87	85.3	10	9.8	102	100.0
Other Staff	7	38.9	5	27.8	6	33.3	18	100.0
TOTAL 1983-84	72	3.6	1,338	66.0	618	30.5	2,028	100.0**
TOTAL 1982-83	77	3.9	1,406	70.8	503	25.3	1,986	100.0
TOTAL 1981-82	62	2.9	1,701	79.8	369	17.3	2,132	100.0
TOTAL 1980-81	97	5.0	1,696	86.8	162	8.3	1,955	100.0**
TOTAL 1979-80	77	4.7	1,538	94.5	12	0.7	1,627	100.0**
TOTAL 1978-79	170	8.1	1,929	91.6	8	0.4	2,107	100.0
TOTAL 1977-78	204	9.7	1,883	89.9	8	0.4	2,095	100.0
TOTAL 1976-77	139	5.9	2,164	92.5	36	1.5	2,339	100.0**

*Staff members were considered full-time if they worked 30 hours or more per week in a single ABE program.
**Rounding causes some lines to appear to total slightly over or under 100 percent.

Before 1980-81, most of the volunteers were administrators or supervisors, but in that year and again in 1981-82, the majority of volunteers were in the "other" category. With the institution of the "tutor" category in 1982-83, the majority of the volunteers shifted from these categories. A total of 545 staff indicated that they were tutors. This constitutes an increase of 16.7 percent from the 467 tutors in 1982-83.

Although most staff members were paid from federal ABE funds, some received compensation from other sources. Of those who indicated their source of funding, 65.9 percent received ABE funds, 2.8 percent were paid from other sources, and 30.4 percent were volunteers. Administrators represented exactly half of those paid from other funds, an increase of 8.6 percent from the previous year, but only 16.6 percent of the paid administrators received no federal ABE funds.

Compensation

Table 15 includes information about staff compensation from 1979 through 1984. The table shows the range in hourly compensation this year, the average rate of change since last year, and a comparison of average hourly wages since 1979. Reported compensation this year ranged from $2.35 to $30.00 per hour for part-time staff members and from $4.19 to $27.02 per hour for full-time staff.

Table 15
Staff Compensation

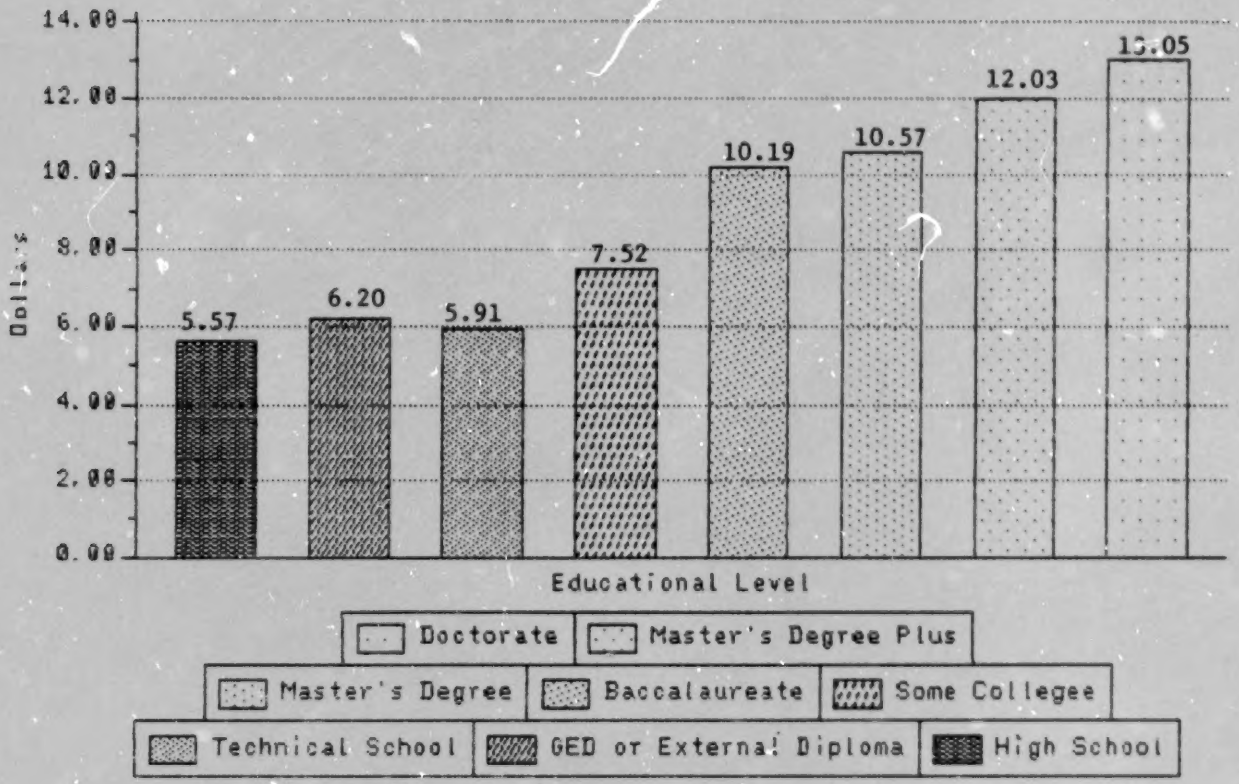
Staff Category	Range in $/Hour 1983-84	Average $/Hour 1983-84	1982-83	1981-82	1980-81	1979-80	Percent of Change 1982-83 to 1983-84
Administrator							
Full-Time	8.30-20.00	12.19	6.58	8.58	7.72	---	+85.3
Part-Time	3.55-30.00	12.05	12.77	11.18	10.82	10.23	-5.6
Supervisor							
Full-Time	12.00-18.71	15.92	17.10	12.63	11.90	11.14	-6.9
Part-Time	2.35-21.05	11.54	11.33	11.46	10.69	10.19	+1.9
Teacher							
Full-Time	4.00-27.02	14.02	11.28	11.81	10.25	9.83	+24.3
Part-Time	6.50-29.27	10.76	10.07	10.14	10.01	9.22	+6.9
Aide/Paraprofessional							
Full-Time	6.92- 7.20	7.06	---	---	4.56	4.18	---
Part-Time	3.35-12.00	7.23	---	---	7.05	5.50	---
Tutor*							
Full-Time	----	---	---	---	---	---	---
Part-Time	4.00- 7.50	6.64	---	---	---	---	---
Counselor							
Full-Time	6.26-22.73	11.77	11.77	11.47	13.74	10.02	0.0
Part-Time	2.35-23.41	10.52	10.32	10.16	9.28	8.95	+1.9
Clerical							
Full-Time	4.19-11.27	6.88	5.89	6.62	5.93	5.11	+16.8
Part-Time	3.57-16.19	5.41	5.10	5.10	5.89	4.86	+6.1
Other							
Full-Time	6.25- 8.78	6.99	13.47	10.52	5.10	12.05	-48.1
Part-Time	5.50- 7.10	6.25	8.08	5.76	6.43	6.53	-22.6

*Until 1982-83, tutors were listed as part-time teachers, aides, or "other."

Average compensation was significantly higher for full-time administrators, teachers, and clerical staff, but only teachers have a significant number of full-time positions. Compensation of part-time teachers and clerical staff rose much less; average pay for part-time administrators declined. Large decreases were found in the "other" category but can be discounted because of the different types of staff members included there, and because of the small number of paid staff members included in the category.

The average hourly rate of pay also closely reflected the highest educational level attained. As was the case in the past two years, there is a close, but imperfect relationship, as shown in Figure 4.

Figure 4
Average Hourly Pay Rates by Educational Level



Demographic Data

As in other years, the majority of staff members were between 25 and 44 years of age, with 62.0 percent of the 1983-84 group in this age cohort. The proportion of program personnel who were over 44 was 32.1 percent. The fact that these two percentages for 1982-83 were 63.8 and 28 indicates an overall aging of ABE staff.

Table 16 compares staff distributions by race and sex for the past eight years. For four of those years, 58 percent of staff members were male and 42 percent were female. Since 1980-81, the proportion of females has increased from 47 percent to 57 percent. There has been a 15 percent decrease in the proportion of male staff members since 1979-80. The proportion of White staff members has declined slightly for the fourth straight year. The proportion of Blacks remained at the 1982-83 level, and the proportion of other racial or ethnic minorities returned to the 1981-82 level. Hispanics comprised 1.5 percent of the total ABE staff in 1983-84.

Table 16
Distribution of Staff by Sex and Race

Academic Year	Sex		Race		
	Male Percent	Female Percent	White Percent	Black Percent	Other Percent
1983-84	43	57	88	10	2
1982-83	45	55	89	10	1
1981-82	47	53	90	8	2
1980-81	53	47	91	8	1
1979-80	58	42	92	5	3
1978-79	58	42	90	7	3
1977-78	58	42	92	6	2
1976-77	58	42	90	7	3

Almost 43 percent of all reporting staff members and over 59 percent of the staff professionals (administrators, supervisors, teachers, and counselors) held a master's or higher degree. Both percentages represent declines from the 1982-83 rates of 47 percent and 62 percent respectively. Table 17 shows the number and percentage of each staff category within each degree level.

Table 17
Highest Educational Levels Reported by Staff in Each Category

	Admin.		Superv.		Teacher		Counselor		Aide		Clerical		Tutor		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
High School	17	10.1	1	0.9	--	--	2	0.9	3	15.8	59	57.8	132	24.2	3	16.7	217	10.7
GED or External Diploma	1	0.6	--	--	--	--	--	--	4	21.1	4	3.9	17	3.1	2	11.1	28	1.4
Technical School	1	0.6	1	0.9	--	--	--	--	--	--	6	5.9	9	1.7	--	--	17	0.8
Some College	8	4.7	2	1.9	4	0.5	7	3.2	7	36.8	18	17.6	116	21.3	3	16.7	165	8.1
Bachelor's Degree	46	27.2	21	19.4	414	49.0	25	11.3	4	21.1	12	11.8	199	36.5	3	16.7	724	35.7
Master's Degree	19	11.2	20	18.5	210	24.9	62	27.9	--	--	3	2.9	41	7.5	4	22.2	359	17.7
Master's Degree Plus Courrework	67	39.6	59	54.6	199	23.6	118	53.2	--	--	--	--	11	2.0	3	16.7	457	22.5
Doctoral Degree	9	5.3	4	3.7	17	2.0	8	3.6	--	--	--	--	12	2.2	--	--	50	2.5
Unreported	1	0.6	--	--	1	0.1	--	--	1	5.3	--	--	8	1.5	--	--	11	0.5
TOTAL	169	100.0*	108	100.0*	845	100.0*	222	100.0*	19	100.0*	102	100.0*	545	100.0*	18	100.0*	2,028	100.0*

*Rounding causes some columns to appear to total slightly under or over 100 percent.

As expected, the professionals show a concentration at the higher education levels, and a majority of the paraprofessionals and support staff are below the college degree levels. The "tutor" and "other" categories cover all degree levels. Over 50 percent of the volunteers held one or more degrees. Additionally, over 20 percent had some postsecondary education. Those staff members reporting they are teachers with less than a baccalureate degree are likely to be volunteer tutors instead. Almost 59 percent of the staff members whose highest educational level was a technical school diploma were volunteers, and at least 70 percent of those staff members at each of the other educational levels below a bachelor's degree were volunteers.

As in the past, most staff members had worked a limited time with the adult education program. Unlike 1981-82, when 68.3 percent of the staff members had worked in adult education less than five years, and 1982-83, when 65.1 percent of the staff members fell into this category, 70.6 percent of the 1983-84 staff members were that new to the field. The proportion of program staff who have worked six to ten years decreased 3.1 percent to 17.1 percent, and the proportion that worked 11 to 15 years fell 2.6 percent to 7.6 percent. About 4.7 percent of the staff members reported having worked with adult education more than 15 years, an increase of 0.5 percent. Almost one third (32.4 percent) of all staff started the 1983-84 year with less than a year of prior ABE work. The decline in staff's years of experience results largely from the increasing proportion of volunteers. At the beginning of 1983-84, 69.0 percent of the volunteers had worked less than a year in ABE and 98.9 percent less than five years.

Over one fifth (20.5 percent) of all staff members reported having taken courses for credit in adult education; 3.7 percent had taken four or more courses in adult education, but only slightly over one percent report having a degree in adult education.

In-Service Training

Staff members were asked to report the number of hours spent in locally sponsored in-service training sessions. Table 18 shows the number in each staff category attending local staff training sessions and percentages which represent the proportion of persons in each primary function staff category who reported attending these sessions. The table also shows the average number of hours these persons spent in training. More than half (51.7 percent) of the staff members reported attendance at local training sessions, a 9.5 percent decrease from 1982-83, and far below the 78.3 percent mark enjoyed in 1980-81.

Table 18
Staff Attendance at Locally Sponsored
In-Service Training Sessions

Staff Category Reported as Primary Function	Attendance		
	Number	Percent of Staff Category	Average Hours of Training per Participant
Administrator	169	61.5	9.7
Supervisor	55	49.1	5.6
Teacher	382	54.8	5.1
Counselor	113	49.1	4.4
Aide/Paraprofessicnal	9	52.6	6.0
Clerical	76	25.5	5.6
Tutor	267	51.0	6.1
Other	12	33.3	11.8
Total Staff	979	51.7	5.8

All staff categories except administrators showed decreases in the proportion of staff members attending local in-service training in 1983-84 from the previous year. The largest proportional decrease occurred among "other" staff, where the percentage dropped from 72.7 to 33.3. Participation by aides fell from 81.2 percent to 52.6 percent. Caution should be used when considering these data since the frequencies are small in number and the proportions can be greatly influenced by small changes. The average time spent in training increased this year from 5.1 to 5.8 hours. The figure was 5.6 in 1980-81 and 6.1 in 1981-82. Each of the eight staff categories except tutors had significantly more hours of training per participant in 1983-84 than in 1982-83. The decreased number of trainees and the increased length of in-service training indicate a greater selectivity by program administrators in the provision of in-service training and probably results from the general tightening of budgets.

Table 18 does not reflect the full extent of participation in staff development activities, as these data represent only attendance at local workshops. In addition, 117 reportedly attended regional workshops or training sessions, 258 participated in Pennsylvania's annual Midwinter Conference on Adult Education, and 179 participated in other training related to ABE. In many cases, the "other training" category included attendance at sessions of the 1983 National Adult Education Conference (NAEC) at Philadelphia. Since the Pennsylvania Department of Education omitted for 1983-84 its annual provision of regional workshops and training sessions, many persons reporting attendance of regional events probably meant NAEC participation. Thus, the reported amount of staff development is understated because it does not include these workshops or any outside courses staff members may currently be taking.

Summary

Information received from 2,028 staff members in 1983-84 reflected an increase in staff of 1.4 percent from 1982-83, but both the number and the proportion of paid staff continue to shrink as the number of volunteers continues its rapid growth. The ratio of students to staff dropped from 15 to 1 in 1982-83, to 14 to 1 in 1983-84. Job function showed decreases in the proportion of teachers and clerical personnel among paid staff. For the third straight year, female staff members outnumbered male staff. Average hourly wages increased for teachers and clerical staff. As in the past, full-time personnel tend to receive higher hourly compensation than that of part-time staff, although this is the first year when this pattern has applied to administrators in addition to most other paid personnel.

Nearly all the staff members were part-time, had little formal adult education training, and had been associated with the ABE program for less than six years. These factors, together with the increasing variety and quantity of adult education curricula, indicate a need for continued staff development. Effective in-service training can help to maintain awareness of current materials and techniques for working with adult students.

PROGRAM NARRATIVE

In addition to the quantitative student and staff data described thus far, ABE program administrators provided qualitative data about their programs in a number of areas. Among these areas are: 1) advisory groups, 2) methods of increasing enrollments and/or retention rates, 3) the availability of support services, 4) service to special groups, 5) materials and curricula for adult functional competency, 6) special delivery systems and/or innovative projects, 7) major problems and successes and, 8) methods used to determine participants' educational functioning levels. This information was obtained from the Program Data Form found in Appendix A.

Advisory Groups

Although local programs are not required to have advisory councils, the Pennsylvania Adult Education State Plan suggests their use, and in 1983-84, 35.1 percent of the programs' directors reported that their programs had such committees. In the previous year 32.6 percent of the programs reportedly had advisory councils; in 1981-82 the percentage was 30.4. These percentages indicate a slow but steady growth in the use of advisory councils.

Recruitment/Retention

Table 19 shows the extent to which programs had undertaken specific measures to increase enrollments and/or retention rates. Although all five measures were used to some extent, flexible scheduling of classes (convenient class schedule, open entry classes, etc.) was in greatest use by both the community-based and institutional programs to increase enrollments/retention, with 92.6 percent of the programs reporting some or very much use of such measures. Convenient location of classes was in the next widest use for institutional programs, while referral agreements with other agencies ranked second among community-based programs. This trend continued from the previous reporting period. Some of the agencies or institutions with which the ABE programs had referral agreements included local school districts, JTPA, the Office of Vocational Rehabilitation, the Bureau of Employment Security, senior citizen centers, the Department of Public Welfare, local industries, drug and alcohol rehabilitation programs, community groups, literacy councils, churches, and institutions of higher education. In addition, many directors reported the use of efforts other than the five given in Table 19 to increase enrollments/ retention. A few of these measures included taking field trips, having guest speakers, providing job placement counselors, awarding diplomas, calling students who are absent, providing individualized instruction, and providing tutors or other support services. Below are three examples of efforts undertaken to improve enrollment and retention rates:

> [This program] moved to a building with wheelchair ramps [and] asked former students to speak in churches about advantages to undereducated.

> The GED test was given more frequently than in previous years. This, I believe, was cause for a better passing rate. Students were able to enter the program at any time during the course of the year. Also a certificate of achievement was issued to those individuals who didn't pass the GED but participated in class regularly and were released from the facility.

We work with currently enrolled ESL students to enlist relatives and friends into these classes. Also, counseling is provided to all who stop in to observe the program and need help. Teachers use constant repetition, much review, and a simplified teaching vocabulary to reach mentally handicapped pupils. Open entry and flexibility in placement are maintained.

Table 19
Measures Taken to Increase Enrollments/Retention

Measures Taken	Response Option*	Institutional Programs N	Institutional Programs %	Community-Based Programs N	Community-Based Programs %	All Programs N	All Programs %
Flexible scheduling of classes	Very Much	29	56.9	102	57.6	131	57.5
	Somewhat	18	35.3	62	35.0	80	35.1
	Very Little	0	0.0	6	3.4	6	2.6
	Not at All	4	7.8	7	4.0	11	4.8
Referral agreements with other agencies, organization or individuals	Very Much	17	33.3	101	57.1	118	51.8
	Somewhat	22	43.1	64	36.2	86	37.7
	Very Little	3	5.9	9	5.1	12	5.3
	Not at All	9	17.6	3	1.7	12	5.3
Convenient location of classes	Very Much	32	62.7	78	44.1	110	48.2
	Somewhat	9	17.6	70	39.5	79	34.6
	Very Little	2	3.9	18	10.2	20	8.8
	Not at All	8	15.6	11	6.2	19	8.4
Public relations campaign	Very Much	9	17.6	85	48.0	94	41.2
	Somewhat	23	45.1	78	44.1	101	44.3
	Very Little	10	19.6	12	6.8	22	9.6
	Not at All	9	17.6	2	1.1	11	4.8
Provision of support services	Very Much	5	9.8	17	9.6	22	9.6
	Somewhat	18	35.3	75	42.4	93	40.8
	Very Little	2	3.9	56	31.6	58	25.4
	Not at All	26	51.0	29	16.4	55	24.1
Other	Very Much	24	47.1	33	18.6	57	25.0
	Somewhat	9	17.6	30	16.9	39	17.1
	Very little	3	5.9	16	9.0	19	8.3
	Not at All	15	29.4	98	55.4	113	49.6

*Omission of a response was interpreted as "Not at All." Almost all of the omissions occurred in the "Other" category.

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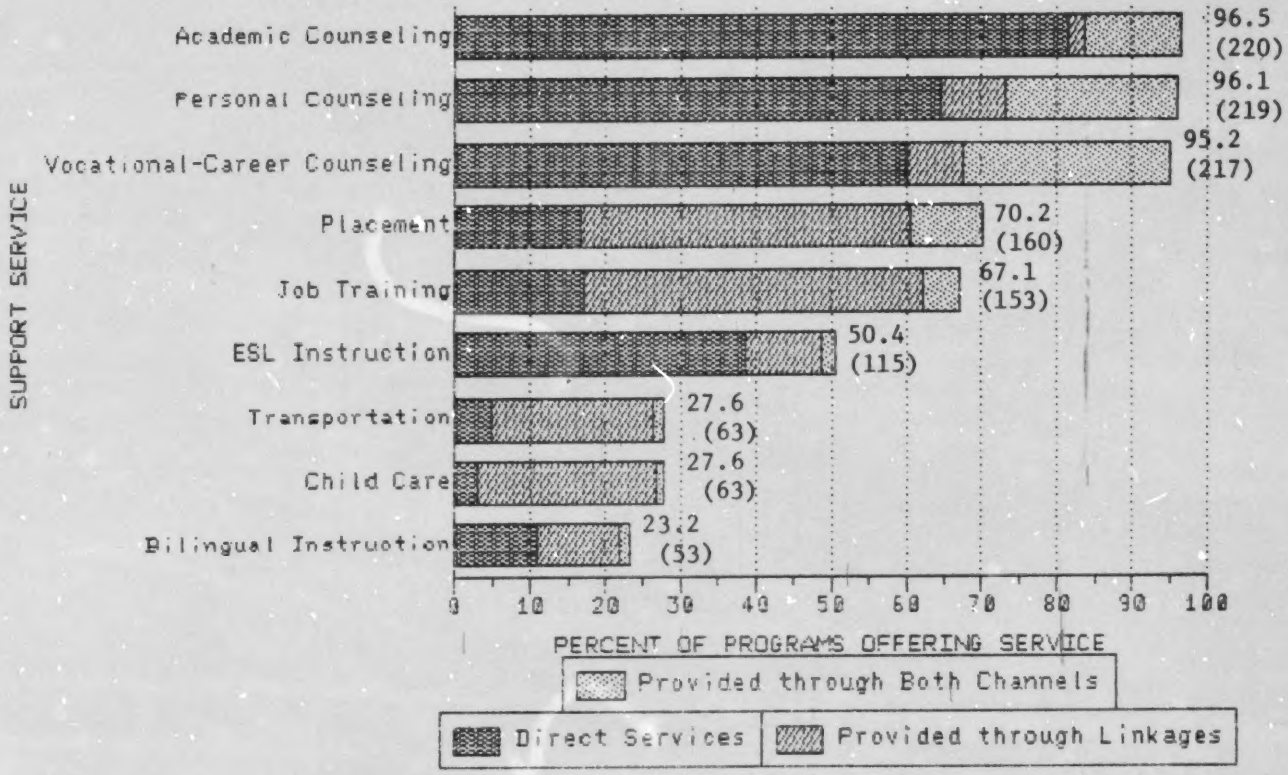
Availability of Support Services

Figure 5 shows the support services provided by the ABE/GED programs in 1983-84. The greatest proportion of the programs (96.5 percent) provided academic counseling. Vocational counseling was provided by 95.2 percent of the programs and 96.1 percent provided personal counseling. These figures indicate very slight decreases in the distribution of programs which provided counseling. This appears to be a readjustment related to this year's lower unemployment rates. However, the 1982-83 trend toward increasing percentages of programs affiliating job training and placement services continued with increases of 3.6 percent and 9.2 percent respectively among 1983-84 programs. The percentages of programs associated with ESL and bilingual instruction increased slightly, while provision of child care and transportation declined somewhat. Students in the 1933-84 programs received an average of 3.3 hours of counseling and other non-instructional services.

Figure 5
Support Services Provided to Students



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Service to Special Groups

The institutional programs, by definition, serve special target populations. Among the types of students these programs serve are the handicapped, elderly, incarcerated, and least educated. These students were served by 158 classes in 51 programs. In addition, almost 94 percent of the 175 community-based programs reported efforts to serve (increase enrollments, provide support services, etc.) special groups - slightly less than the proportion observed in the previous reporting period. The most frequently mentioned efforts continued to be the establishment of linkages with other agencies or organizations to provide support services and referrals, and the targeting of public relations and recruitment campaign to special groups. Other efforts that have been used to help serve target populations include delivery system variations such as individualized instruction, small group instruction, and multi-level instruction. Other provisions include transportation, accessible class sites, and volunteers. All of the ESL classes serve limited English-speaking adults. The following descriptions of special efforts in these areas were provided by a community-based ABE program and two community-based GED programs:

> In addition to the local newspaper, we use the Community Service Bulletin Board, a daily feature of the two local radio stations. We will continue to send two instructors and the counselor to talk to the senior citizens in an attempt to establish a class on site.

> We have direct contact with the high school counselors in the area and we receive many referrals through them. The local military recruiters have our brochures and do refer people to us. The Pennsylvania Job Service, Office of Employment and Training, Community College Hotline, and various volunteer groups are notified prior to registration. Union halls where unemployment was about to take place were on our list to receive information. Many industries posted our information announcements on their bulletin boards.

> Contact with human service agencies and specialized programs (summer youths, dislocated workers, etc.) Preferential seating and accommodations for handicapped. Intensive one-to-one tutoring for limited English-speaking adults.

These descriptions demonstrate the ways in which some program sponsors help students in need.

Materials and Curricula for Adult Functional Competency

Local ABE programs are not required to implement adult functional competency curricula. However, the Division of Adult Basic Education strongly urges that they do so to enable all adults to acquire the basic skills necessary to function in society. This need is illustrated by the adult functional competency assessment which was conducted in Pennsylvania in 1979. That study showed that Pennsylvania had proportionately about 10 percent more adults who were functionally incompetent than the nation as a whole. More specifically, the study indicated

that approximately 29.8 percent of the adult population in Pennsylvania (2.64 million adults) had "a lack of competence which constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability."[1] Another 23.5 percent of the adult population at that time, or a projected 2.09 million adults, were identified as marginal in ability to function effectively in society.

All ABE programs deal with the basic skills, such as reading, writing, speaking and computing, needed to function effectively as adults and in that sense all incorporate adult functional competency curricula. In addition, 70.3 percent of the ABE programs and 56.6 percent of the GED programs reported use of specific functional competency materials and/or curricula. Many of these programs used teacher-made materials, newspapers, magazines, and other materials from daily life, such as menus, phone books, job application forms, IRS forms, and classified ads in teaching life skills. A wide variety of texts and instructional materials from a long list of publishers were also used to teach functional competency skills. Some of the most frequently mentioned publishers were Steck-Vaughn, Cambridge, Contemporary Books, Inc., Science Research Associates (SRA), McGraw-Hill, Laidlaw Brothers, Follett, Continental Press, Harcourt Brace Jovanovich, New Readers Press, and Barnell Loft, Ltd.

Special Delivery Systems/Innovative Projects

Over 51 percent of the administrators of the programs funded under Section 306 of the Adult Education Act in 1983-84 reported that their programs had undertaken special delivery systems and/or innovative projects. All, however, were not necessarily new systems or projects undertaken during the past year.

A number of administrators reported that their programs had undertaken innovative projects funded under Section 310 of the Adult Education Act (Special Experimental Demonstration and Teacher-Training Projects). These projects included development of a curriculum guide, a job club for institutionalized ABE students, the use of folk tales for ESL instruction, and development of aids for recruitment of volunteers.

A description of all projects funded under Section 310 in 1983-84 can be found in Appendix D. More information is available from AdvancE, the adult education clearinghouse in Pennsylvania.

Innovative teaching methods and/or curricula were mentioned by many program directors who described special delivery systems. Individualized instruction was accomplished through a variety of tools and techniques, including computers, a job club, audiovisual equipment and materials, individual education programs (IEPs), volunteer tutors, and peer tutors. Curricular innovation and expansion included special activities such as field trips, social events, guest

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1 A Needs Assessment of Adult Basic Competencies in Pennsylvania. Southwest Educational Development Laboratory, Austin, Texas. August, 1979, p. 77.

speakers, and incorporation of a variety of special topics. Typical remarks concerning instructional methods, curriculum, and personnel restructuring follow:

> This year we expanded our regular curriculum with a unit on daily living skills. One class period per week was set aside for lessons on personal and environmental safety, basic first aid and emergency measures, consumer awareness and budgeting, nutrition, food choice and preparation. The new program had its greatest impact when we secured community advocates to come and speak or demonstrate in these lifeskill areas. We were lucky enough to have a home economist, a bank trustee, a state policeman and a safety engineer that came with films, handout materials, and a willingness to answer many questions. One very positive highlight of this program had two of our students entering and winning a locally sponsored safety poster contest.

> We have used "acting out" dialogues; physical response techniques; assisted in obtaining naturalization papers from the court house; used telephone calls and a buddy system to check on class absentees; consulted with tutorial reading program at YWCA and with Spanish service organization. [An] ethnic foods party strengthed English vocabulary and usage [as did] field trips to supermarket and library.

> The students visited the planetarium for a show on star constellations, visited an arts and crafts exhibit, attended a naturalization exercise at the Court House, were taken to a voting site on election day and had the procedures of using a voting machine explained to them, and had an intercultural Christmas party. Some of our classes use audiovisual equipment as part of their instruction.

> Hair stylist, speaker from People Against Rape, field trip to Ephrata Cloisters, clients began their own newspaper, nutritionist from Agricultural Center.

> A full-time counselor has permitted better classroom placement of newly enrolled students, has assisted students to become more comfortable in their new educational environment, and has assisted both teachers and students in dealing with test anxiety. Outside speakers from business and industry helped students gain insight on local business needs and job opportunities. Also the need and encouragement to continue their education to better prepare themselves for future employment opportunities.

Many linkages and/or coordination efforts extended beyond the use of guest speakers or the experiences provided merely recruitment assistance, but many linkages included much more elaborate cooperation. Comments concerning linkages and recruitment strategies included:

> Bell Telephone employees dressed as clowns presented a program on the use of the telephone to these retarded adults.

Letters were sent to 116 members of the religious community and 60 businesses and industries to encourage their referrals of parishioners or employees to our program. Contact was made with local ministores; permission was given to place posters and brochures in the stores.

Placed posters and left fliers at all local stores where most non-English speaking people do their shopping. Addressed letter to Department of Public Assistance requesting that all non-English speaking clients be referred to the Spanish Community Center to register for the ESL classes.

A hand bill in the window of a drive-in bank was very successful.

The advisory group for the Center included a wide range of contacts: bank vice president, minister, thrift shop manager, chamber of commerce president, neighborhood activists, and community based organization leaders.

Linkages and/or innovative recruitment/public relations efforts often involve the news media and public agencies. One program director reported the outcome of such an effort as follows:

For the first time this year, our City Council declared a local Adult Education Week through a proclamation read by the mayor at a council meeting. This received very favorable publicity.

Major Problems

Table 20 shows the past six years of ABE program directors' responses to the statement, "Describe the major problems encountered during this program." Insufficient funding continued for a fifth successive year as the most often cited major problem. This is a reflection of further budget reductions caused by the decrease in federal monies received to fund this statewide project. The reduction of funds to the local program sponsors had different effects, depending upon the areas of the budget which were cut. For instance, a number of program directors indicated that there was an insufficient supply of instructional materials. Some programs established a waiting list where one was previously unnecessary.

A problem not apparent from the table is that of the continuity of the educational program. Three percent of the program administrators indicated a desire for additional funding to extend their programs to the end of June as is done with the learning center programs. It is the consensus of these directors that allowing their programs to operate year round would greatly benefit students and student learning. Some feel that many students lose interest when classes are closed for part of the year. Complaints of needs for more teaching time often cited shortages of counselors, but only one program directly listed paperwork volume as a problem.

Table 20
Major Problems Encountered by ABE Program Administrators

	Percent of Respondents					
	1983-84	1982-83	1981-82	1980-81	1979-80	1978-79
No major problems	21	21	37	38	28	29
Insufficient funding	18	25	19	14	25	29
Attendance	13	18	6	8	9	43
Retention	12	10	9	11	10	7
Transportation (includes cost of gas)	11	8	6	6	9	14
Recruitment	7	1	1	6	12	11
Lack of cooperation by local authorities or other agencies	7	*	1	2	1	12
Poor weather	5	2	7	2	--	14
Institutional transfer or release	4	5	4	5	7	14
Physical plant difficulties	4	4	7	6	7	9
Inappropriate/inadequate teaching materials	4	1	--	--	5	--
Need for more teaching time, fewer paperwork demands	3	1	4	3	--	7
Miscellaneous problems	28	13	12	13	18	11

*Less than one percent of total.

Programs which were attempting to serve more students than the number for which they were funded reported overcrowded classes, an observance of a decline in the quality of service, and/or the need for additional staff such as aides, ESL teachers, and counselors in order to effectively handle the large classes and the diversity of student abilities, ages, and backgrounds.

As in 1982-83, the second and third most frequently mentioned problems were attendance and retention. Several directors in the rural areas of the state reported that many students were enthusiastic until the winter weather set in, while others indicated that students became discouraged after the first few weeks of class. In addition, some directors attributed the difficulty in retaining students during the past year to conflict with other adult interests and jobs, as well as conflict with family responsibilities. Far fewer directors cited attendance as a problem this year than last year; more this year than last year cited retention; but directors' comments often show a close relationship between these two problems.

Transportation problems, usually the absence of public transportation, troubled 11 percent of programs, more than at any time since 1978-79.

The final problem area that should be noted is recruitment, which continued to be cited for 7 percent of the programs, and which directors most often indicated by reference to "a drop in enrollment."

Although 11 percent of programs cited waiting lists and overcrowded classes as problems, others viewed these conditions as measures of their success. One director cited a waiting list of 75 prospective students remaining after the program doubled enrollment.

Other problems included inclement weather, release or transfer (from institutions), inappropriate teaching materials, lack of available appropriate materials, heterogenous grouping of students with different ability levels, child care (listed by four percent of the administrators), geographic transfer of programs during operation, and low-level goals of students. Most of the problems related to physical plant and to lack of cooperation occurred at institutional programs, but a full quarter of cooperation problems involved the news media in relation to community-based programs. Three percent of programs cited staff turnover as a major problem; several others listed nonfinancial reasons (such as a Commonwealth hiring freeze) for staff shortages, and others found the replacement of inappropriate personnel impossible.

Program Successes

Over 86 percent of the program directors reported major successes during 1983-84. Most of the successes were related to the achievements of the students, which is a positive indication of the impact of the program. The details of the impact data in terms of numbers of programs and students served are given in the preceding sections of this report. The following selected comments from program directors support those data and add the qualitative perspective of the program directors:

> Our successes are measured in many ways from the 62 year old grandmother who not only got her GED but also got a job to the 18 year old who decided not to commit suicide because the program gave her a future and hope. Success is measured by the 75 people who obtained their equivalency diplomas this year because of the program and by the 35-year-old man who learned to read three-letter words.
>
> The Job Club 310 Project enabled 20 of the 27 students who participated to secure employment to enroll in additional vocational training. This was especially meaningful to the residents who were discharged - they gained confidence through the project enabling them to adjust more readily to normal society.
>
> Our ABE program attained a 77 percent success rate in the number of students successfully completing the 5-8 grade level. Also we had 28 students (46%) complete the 9-12 grade level and pass the GED exam. Our success rate for passing the GED exam was 83 percent.
>
> [The] percent of students finishing the program and passing the GED test was very high - 90 percent plus.

As in past years, many students have gone on to the local community colleges to further their education and specialize in a particular area or skill by which to support their families or themselves. Some students have entered the adult education program for clerical courses for further advancement in their jobs.

Most of our students find success in passing the GED test. We rarely have a failure. Many of our students continue in various types of educational opportunities; business schools, trade schools, etc. Many students have found better employment opportunities after GED success.

Students who pass their GED test and through our Job Club can learn the skills for obtaining a job have overcome an enormous handicap. The GED diploma has given them confidence they need to find a job and the Job Club has given them the skills.

[The program] had one participant chosen for one of the Ten Most Successful Adults by the Pennsylvania Department of Education.

Other indications of success reflected innovations and solutions to past problems:

A highly successful car pooling arrangement has lessened drop outs due to nonexistent public transportation. An annual food festival has been a tremendous success. ESL students bring in a covered dish of their native food and share it with their classmates and other ABE students. They describe the food they have brought and exchange recipes. Many dress in their native costumes and provide music and dance. This activity has become an annual event and has become a highlight of our program.

[The program achieved an] increase in enrollment by 20 percent and excellent cooperation with the prison staff.

The teaching and counseling staff is enthusiastic about the program and the adult learner, thus encouraging attendance. We've experienced a high rate of participants achieving their GED diploma.

Program directors defined success in many ways, but most agreed in considering that success appears in effects within students' lives rather than in merely programmatic measures.

Student Assessment

The ABE programs reported use of a wide variety of methods to determine participants' educational functioning level. Most used a combination of methods including standardized achievement tests and teacher/counselor evaluation. Frequently used standardized tests included CTB/McGraw Hill's Test of Adult Basic Education (TABE), the Wide Range Achievement Test (WRAT) published by Guidance Associates, the Stanford Achievement Test, the GED Pretest, the Adult Basic Learning Exam (ABLE), the APL Test, the Gates McGinitie Reading Comprehension,

SRA Diagnostic Tests, the Peabody Individual Achievement Test (PIAT), and various informal reading inventories. In addition, many programs used local assessment tests and/or selected batteries from several standardized tests, but relied upon teacher or counselor evaluations of student ability.

Summary

The cooperation with other agencies, efforts to increase enrollments and retention, special efforts to serve special target groups, infusion of adult competency curricula into the programs, and the diversity of special projects suggest that the administrators of the Pennsylvania Adult Basic Education programs are committed to, and are making progress toward, achieving the goals of the Adult Education State Plan. The problems these administrators encountered, most notably insufficient funding, often hampered their ability to provide all the services that were needed, but many administrators indicated that they were seeking innovative ways to overcome these problems. Meeting these challenges has been the program's greatest success.

SUMMARY

In 1983-84, Pennsylvania's Adult Basic Education Program served 27,992 students through 226 programs. The number of programs and students decreased from the previous year, and programs were available in all previously served counties, except Forest County, which formerly had an institutional program. In all, adults in 58 of the 67 counties have access to ABE/GED programs. Ten programs extended their services into previously unserved regions but did not extend into unserved counties. Lastly, students from all counties except Sullivan County participated in the program, indicating that many students participate in programs outside the counties in which they reside.

Although enrollments decreased this year, total contact hours increased, and students who completed at least 12 program contact hours, or met their personal objective in less time, had higher completion/retention rates and lower dropout rates in 1983-84 than in 1982-83. However, the separation rate for students who received less than 12 program contact hours without obtaining their personal objective also increased. Special efforts should be considered to increase retention rates among students during their first 12 contact hours.

The majority of students were young, single, and unemployed. Males and females were nearly equally divided in the student group, with females slightly in the majority. Although the proportions of White and Hispanic students remained unchanged, the relative enrollment of Blacks increased. The proportions of each racial minority among ABE/GED students remained higher than their corresponding proportions in the Commonwealth's adult population. Parents with dependent children but no current spouse constituted 17.2 percent of the student enrollment. Over 45 percent of all students enrolled because they wanted to obtain a diploma or certificate and 13.2 percent were referred to ABE programs by social service agencies.

Over 35 percent of all students completed their entry level. Native Americans reported the highest completion rate (56.1 percent) and Hispanic students reported the lowest completion rate (23.3 percent). Nearly nine percent of the students who were unemployed and available for work at the beginning of the program were employed at its end, 12.3 percent of all students passed the GED test and 7.0 percent enrolled in other educational or training programs.

Staff characteristics have remained basically the same for the last few years. Again this year, most staff members (over 96 percent) are employed on a part-time basis and about 43 percent hold at least a master's degree. The proportions of females and racial minorities among staff continue to grow. Most staff members have worked a limited time with the adult education program, and the rising proportion of volunteers accentuates this trend; almost a third of total staff in 1983-84 had less than a year of prior ABE/GED experience. The limited experience in adult education of a majority of staff members illustrates the need for emphasis on staff development activities.

Teaching was the primary staff function, and the proportion of persons in each job category has been consistent except that the continuing decline in paid positions has been somewhat faster among teachers and clerical personnel than in other categories. The increase of volunteers (mainly tutors), is partially due to the availability of Section 306 funds to nonprofit agencies which make use of many volunteer tutors. The number of volunteers will probably continue to increase. Program administrators undertook various methods of improving their educational delivery systems, increasing enrollment and retention, and serving special target populations. However, insufficient funding often hampered their ability to provide all the services that were needed. Many administrators indicated that they were seeking innovative ways to overcome these problems.

Although funding for Adult Basic Education programs in Pennsylvania was reduced for this reporting period, the statewide program nevertheless made progress toward the achievement of the goals and objectives of the Adult Education State Plan, 1983-85. This report reflects the progress made during the second year of the plan.

APPENDICES

APPENDIX A

SURVEY INSTRUMENTS

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY CARD

FIRST CLASS PERMIT NO. 3034, HARRISBURG, PA 17101

POSTAGE WILL BE PAID BY ADDRESSEE

Pennsylvania Department of Education
Bureau of Research and Evaluation
333 Market Street
P.O. Box 911
Harrisburg, PA 17108

ABE DIRECTORY CARD

Please verify the information on the labels below and mail card to Bureau of Research and Evaluation *at the start of the program*. If information is incorrect, make the necessary changes.

Address label

Is information correct? Yes ☐ No ☐

Program identification label

Is information correct? Yes ☐ No ☐

PDE-3549 (6/83)

PDE 3066 (formerly
DEAS-1977) (8/83)

1983-84 ABE PROGRAM DATA FORM

PART ONE: PROGRAM IDENTIFICATION

Please check the accuracy of the labels below. If any change is necessary, please notify the Division of Advisory Services. This Program Data Form should be sent to the Division of Advisory Services, Bureau of Basic Education Support Services, 333 Market Street, P.O. Box 911, Harrisburg, Pennsylvania 17108 within 30 days after the completion of your program, but no later than July 15 if your programs ends in June.

(1-6) (7-12)

PART TWO: PROGRAM OPERATION (Attach additional pages as necessary.)

1. Please indicate the number of daytime and evening classes (NOT class meetings) for each county in which this program operated. Define a class as a group of students meeting regularly.

County	Number of Daytime Classes	Number of Evening Classes
(13-14)	(15-16)	(17-18)
(19-20)	(21-22)	(23-24)
(25-26)	(27-28)	(29-30)
(31-32)	(33-34)	(35-36)
(37-38)	(39-40)	(41-42)
(43-44)	(45-46)	(47-48)

2. Is any part of this program operating in a previously unserved county?
___ Yes ___ No (49) If yes, which counties? _____(50-51)
_____(52-53) _____(54-55)

3. How many staff persons are serving the students in previously unserved counties?
_____(56-57). (If not applicable, enter a zero.)

4. Is any part of this program operating in a previously unserved region which is part of a previously served county? ___ Yes ___ No (58)

5. Does your program have an advisory group? ___ Yes ___ No (59)

6. To what extent has your program undertaken the following measures to increase enrollments and/or retention rate? (Circle one response for each item.)

	Not at All	Very Little	Somewhat	Very Much
a. Public relations campaign (60)	0	1	2	3
b. Referral agreements with other agencies, organizations, or individuals (61)	0	1	2	3
c. Provisions for support services (transportation, counseling, child care, etc.) (62)	0	1	2	3
d. Flexible scheduling of classes (convenient class schedules, open entry, etc.) (63)	0	1	2	3
e. Convenient location of classes (multiple locations, transportation provisions, etc.) (64)	0	1	2	3
f. Other (e.g., use of recruiter) (65)	0	1	2	3

_____
(Specify)

Please discuss the success of these measures:

7. How many articles appeared in the local media concerning this program? _____ (13-14)

8. How many visits were made by public officials and/or private businessmen to this program? _____ (15-16)

9. Was information about this program disseminated at local public forums? _____ Yes _____ No (17) If yes, how?

10. Which of these support services are available to your students? (Some of these services may not be applicable to institutional programs.)

	Direct services you provide	Services provided through linkages with other agencies
Academic counseling (18)		
Vocational/career counseling (19)		
Personal counseling (20)		
Job training (21)		
Placement services (22)		
Transportation (23)		
Child care (24)		
ESL instruction (25)		
Bilingual instruction (26)		
Other (specify) (27)		
_____		

11. What efforts have you made to serve (increase enrollments, provide support services, etc.) special target groups such as the handicapped, older adults, limited English speaking adults, least educated adults, etc.?

12. Do you use adult functional competency instructional materials and/or curricula in your program? _____ Yes _____ No (28)

If yes, list those used.

13. Describe any special delivery system and/or innovative ABE projects your program has undertaken during this program year. Include nonstandard contacts established in the community with legitimizers* and others.

*Barbers, bartenders, pastors and poolhall patrons are often used to verify or "legitimize" information provided by the formal establishment such as school and public agencies.

14. Describe major problems and/or successes encountered during this program.

Problems:

Successes:

15. Describe the methods used to determine a participant's educational functioning level.

16. List the agencies, institutions and organizations used to provide adult education and support services. After each, please indicate if transportation, day care and/or ESL or bilingual instruction was provided by the agency. Include all class sites in this listing.

(01 05)
3923

PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION

Program No. _____ (06 11)

Program Year 1983 - 1984 (12 13)

PDE-5021 (3/83) (Formerly DEAS-1968)

STAFF DATA FORM

This form should be completed for all staff members associated with this program. The program number, identified on the Program Data Form, must be filled in on every Staff Form. If you work in more than one program, you must complete one form for each program in which you are working. For example, if you are an administrator of six programs, you should complete six separate forms, regardless of your degree of involvement with each program. It is very important for you to report all staff information on a program-by-program basis.

Do not complete this form if you worked on a substitute basis only.

At the start of the program, complete Section One of this form. Retain the form until the program's termination. At that time, complete Section Two (in-service training). Send Copy One to the Pennsylvania Department of Education, Division of Research and Evaluation, 333 Market Street, Box 911, Harrisburg, PA 17108, along with your completed Program and Student Forms, and keep the second copy for your records.

It is essential to read the instructions on the reverse side before completing this form.

SECTION ONE: STAFF IDENTIFICATION (14 22)

1. Name _____ (Last) _____ (First) 2. Social Security Number _____

3. ABE/GED Program Address:
Name of Institution/School _____
Number and Street _____
City, County & Zip Code _____
Telephone _____

4. Race *(see instructions)* ☐ (23)

5. Sex (24) ☐ 1. Male ☐ 2. Female

6. Age ☐ (25 26)

7. Present position(s) in ABE/GED *(see instructions for codes - do not check)*:

☐ 1. Adminstrator (27) ☐ 3. Teacher (29) ☐ 5. Aide/Paraprofessional (31) ☐ 7. Tutor (33)
☐ 2. Supervisor (28) ☐ 4. Counselor (30) ☐ 6. Clerical/Support (32) ☐ 8. Other *(specify)* (34) _____

8. Place a check next to the highest academic level you have completed: (35)

☐ 1. Traditional High School Program Diploma ☐ 3. Technical School Diploma ☐ 5. Bachelor's Degree ☐ 7. Master's Degree-Plus
☐ 2. GED or External High School Diploma ☐ 4. Some College, But No Degree ☐ 6. Master's Degree ☐ 8. Doctorate

9. Have you taken any credit courses in adult education? (36) ☐ 1. Yes ☐ 2. No

10. If yes, have you *(check only one answer)*: (37)
☐ 1. Taken one to three courses? ☐ 2. Taken four or more courses? ☐ 3. Received a degree in adult education?

11. Please indicate if you are a member of any professional adult education organization(s):
☐ 1. Member of state organization(s) (38) ☐ 2. Member of national organization(s) (39)
☐ 3. Not a member of any professional adult education organization(s): (40)

12. How many years, including present year, have you worked with ABE/GED programs? ☐ (41 42)

For Teacher's Only

13. At which level do you do most of your ABE or GED teaching in this program? (43)
☐ 1. ESL ☐ 2. 0 4 ☐ 3. 5 8 ☐ 4. 9 12

14. Check your area(s) of certification:
☐ 1. Elementary (44) ☐ 3. Other *(specify)* (46) _____
☐ 2. Secondary (45) ☐ 4. No Certification (47)

15. Average number of hours per week you will work in this program: ☐ (48 49)
(See Instructions)

16. Staff compensation (50) (See Instructions)

Are You ☐ 1. Paid from funds received from ABE Section of Department of Education? ☐ 2. Paid from other source?
☐ 3. A volunteer

17. Hourly rate of pay Dollars ☐☐ Cents ☐☐ (51 54)

SECTION TWO: STAFF IN-SERVICE TRAINING

18. Did you participate in any staff development activities during this program year? ☐ 1. Yes ☐ 2. No (55)

If yes, please indicate which of the following staff development activities you attended during this program:

☐ 1. Regional workshops sponsored by or through the state ABE office (56) ☐ 3. Locally sponsored in service training (58)
☐ 2. Mid Winter conference (57) ☐ 4. Other _____ (Specify) (59)

19. Number of hours you spent at locally sponsored in service training sessions during this program ☐ (60 62)

64

COPY TWO - RETAIN THIS COPY FOR YOUR RECORDS

BEST COPY AVAILABLE

PENNSYLVANIA DEPARTMENT OF EDUCATION

ADULT BASIC EDUCATION

INSTRUCTIONS: STAFF DATA FORM

You are being asked to complete these Staff Data Forms as part of the Department of Education's annual census of ABE programs in the Commonwealth. Please note that Copy One of each form must be sent to the Division of Research and Evaluation at the end of this program.

Below are instructions for filling out the STAFF DATA FORM. The instructions are numbered to correspond to the item on the form.

Program Number

The number for this program, assigned by the Division of Adult and Continuing Education, is found in the Program Data Form, and should be printed in the upper right corner of the Staff Form.

I. SECTION ONE: STAFF INFORMATION

4. Race - Select one category from the list below and enter the corresponding digit in the available space. Conform as closely as possible to the definitions listed below. However, you may be included in the group to which you appear to belong, or with which you identify. SELECT ONLY ONE CATEGORY.

   1. American Indian or Alaskan Native - a person having origins in any of the original people of North America. This category includes American Indians, Eskimos, and Aluets.

   2. Asian or Pacific Islander - A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontient, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

   3. Black - A person having origins in any of the Black racial groups.

   4. Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

   5. White - A person having origins in any of the original people of Europe, North Africa, or the Middle East. Do not include persons of Hispanic origin.

7. Present Positions(s) in ABE - Place a "1" next to the staff position in which MOST of your time is to be spent during the program, a "2", "3", and so on next to any other staff positions which you hold in this program.

15. You may be working in more than one program - it is important to enter on this form only the hours worked weekly in this program.

16. Paid - Check "1" if any of your compensation comes from funds received by this program form the Division of Adult and Continuing Education of the Department of Education.

    - Check "2" only if none of your compensation comes from the above described funds.

    Volunteer - Check "3" is you receive no compensation for work in this program.

17. Hourly rate -

    a. If you are not paid on an hourly basis, please estimate the hourly rate.
    b. Enter the hourly rate in dollars and cents.

Thank You.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

INSTRUCTIONS: 1983-84 STUDENT INTAKE/DATA FORM
(PDE 4028, formerly DEAS 1967)

The Student Intake/Data Forms are designed: (1) to provide you with useful program control information and (2) to provide the Pennsylvania Department of Education with required data for federal reporting forms.

In filling out these forms, you are making four copies. A ball point pen makes the best handwritten copies. PLEASE PRESS DOWN FIRMLY.

The instructions below are numbered to correspond to the item numbers on the Student Intake/Data Form. Instructions are given only for those items requiring clarification. Should you have any questions about these forms, or need additional forms, please call the Division of Research and Evaluation, Pennsylvania Department of Education at (717) 787-4860.

PROGRAM NUMBER

The number for this program, identified in the Program Data Form, (PDE 3066, formerly DEAS 1997) should be printed in the upper right corner of the Student Form.

1. SECTION ONE: STUDENT INTAKE INFORMATION

1-5. Name and address information is to help you keep your own records. If case number or other designation is more useful to you, please use it. In this part the state needs only two pieces of information about the student: county of residence and social security number. If student has no social security number or refuses to divulge it, mark NA (not available) in that space, but make an effort to obtain it before giving up.

7. Age - State age at the time of first class attended during the fiscal year. If student refuses to give age, teacher or counselor should give his/her best estimate.

8. Race - Select one category from the list below and enter the corresponding digit in the available space. Conform as closely as possible to the federal definitions listed below. However, a student may be included in the group to which he/she appears to belong or with which he/she identifies.

SELECT ONLY ONE CATEGORY.

1 - American Indian or Alaskan Native - A person having origins in any of the original people of North America. This category includes American Indians, Eskimos, and Aleuts.
2 - Asian or Pacific Islander - A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
3 - Black - A person having origins in any of the Black racial groups of Africa. Do not include persons of Hispanic origin.
4 - Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
5 - White - A person having origins in any of the original people of Europe, North Africa, or the Middle East. Do not include persons of Hispanic origin.

10. Month and year of enrollment - Give month and year student entered this program.

11. Initial Entry Level - Check student's primary level of instruction at the start of this program, based on English language or reading level. Level of information must agree with program number. ABE programs (34- and 36- program numbers) include levels 0-4, 5-8, and ESL. GED programs (35- and 37- program numbers) require 9-12 only. Base this on actual functioning level, not on previous experience, schooling, or student's wish for a higher level.

12. Previous ABE - Please respond only if entry level is 9-12; otherwise leave blank.

13. a. Public assistance includes various forms of welfare (federal, state or local) but not unemployment compensation.

b. For the purpose of this report the following federal definitions should be used:

Employed - Persons who did any work at all as paid employees or in their own farms or who worked 15 hours or more as unpaid workers on a farm or in a business operated by a member of the family. Include those who were not working but who had jobs or businesses from which they were temporarily absent.
Unemployed (Available for work) - Persons who had no employment but were available for work and had engaged in any specific job-seeking activity or were waiting to be called back to a job from which they had been laid off.
Unemployed (Not available for labor force) - Persons who had no employment and did not engage in job-seeking activities in the calendar year preceding this report period and who were not employed and were not actively seeking work upon entrance into the program.

c. Handicapped - Persons with any type of physical or mental disability that substantially impairs or restricts one or more major life activities including walking, seeing, hearing, speaking, working, learning. This definition includes adults who are alcohol and drug abusers, mentally retarded, emotionally disturbed, orthopedically impaired, adults with exceptional learning disabilities and other health impairments.

d. Immigrant - Any refugee admitted (paroled) into this country or any alien except one who is exempt under the provisions of the Immigration and Nationality Act, as amended. This definition excludes only those students who are dependents of visitors to this country, or dependents of ambassadors to this country, and students who have received their citizenship.

14. Location of student's classes - Select one location from the list below and enter corresponding two-digit number in available space on form. If student attends classes in two different locations in this same program, write in both locations and include explanation.

11 - Elementary school - public or private.
12 - Junior high/secondary school - public or private.
20 - Learning center - settings featuring extensive use of programmed instruction, flexible participant scheduling and attendance, and open for extended period of time daily.
30 - State or federal correctional institution - include inmates only.
40 - County prison - include inmates only.
51 - Hospital - federal, state or local; include in-patients and out-patients only; include mental institutions.
52 - State or local institution for the handicapped - public or private; include day or residential schools serving physically/mentally handicapped adults age sixteen or older.
60 - Vo-tech school - public or private.
70 - Business or work site - operating places of employment for participants.
80 - Community center - church, library, outreach center, YM/YWCA, etc.
85 - Student's home - through visits by tutors or by correspondence.
91 - Community or junior College.
94 - Four-year college.
99 - Other (specify on form).

15. Grade - Indicate the last one student completed, not the one he was in when he/she left school.

16. & 17. Please select only one option for each of these items. Use the major reason.

II. SECTION TWO: COMPLETIONS AND IMPACT DATA

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Note! Please remove carbons before completing this page.

18. & 19. Contact hours are essential. Please round to nearest hour.

20. COMPLETIONS AND EARLY SEPARATION DATA

COMPLETION - Check highest level passed during or by the end of this program. A student passes by fulfilling the course requirements established by the local program, not, in the case of 9-12, by later success in the GED test. If a student leaves a course early because he/she has fulfilled the course requirements before the program ends, consider that student a PASS and not an EARLY SEPARATION.

CONTINUATION -If level at end of program is the same as at beginning, that student is a CONTINUATION. The student has participated throughout the program, has fulfilled assignments, but has not progressed to the next level so cannot be considered a PASS (or COMPLETION).

EARLY SEPARATION - Students who drop out of a level without completing the course level requirements. A student may separate early because he/she has met a personal objective, such as reviewing for College Boards. This student is still considered an EARLY SEPARATION if he/she did not actually fulfill the course level requirements (did not PASS). In this case, the primary reason for EARLY SEPARATION is a positive one, namely, "met personal objective."

Again, for Level 9-12, passing is not contingent upon passing the GED test. If a student fulfills the course requirements, either during or at the end of the program, consider the student a PASS even if that student later does not pass the GED test.

Example One: This student entered and completed the Level 0-4 requirements before the program ended. During this same program, this student entered Level 5-8, but by December, when the program ended, she had not completed the requirements for 5-8. For this report, the student COMPLETED Level 0-4 but neither COMPLETED nor SEPARATED EARLY from Level 5-8. (See table below.) The student's initial entry level (0-4) should already be checked in item 11.

COMPLETION AND EARLY SEPARATION DATA

	LEVEL I			LEVEL II
	ESL	ABE 1 or 0-4	ABE 2 or 5-8	9-12
A. COMPLETION Check highest level student PASSED during this program.	1	2	3	4
B. CONTINUATION Check if student attended classes throughout this program and remains at the same level.	1	2	3	4
C. EARLY SEPARATION Check if student SEPARATED EARLY, from this level, without passing a level.	1	2	3	4

Example Two: This student entered an ESL class, as shown in item 11. As a beginning English student he has worked hard, but is not yet fluent in English. He needs and intends to continue when class opens again. He is, therefore, checked as an ESL CONTINUATION.

COMPLETION AND EARLY SEPARATION DATA

	LEVEL I			LEVEL II
	ESL	ABE 1 or 0-4	ABE 2 or 5-8	9-12
A. COMPLETION Check highest level student PASSED during this program.	1	2	3	4
B. CONTINUATION Check if student attended classes throughout this program and remains at the same level.	1	2	3	4
C. EARLY SEPARATION Check if student SEPARATED EARLY, from this level, without passing a level.	1	2	3	4

21. Primary reason for EARLY SEPARATION - Select one and enter the corresponding two-digit number in available space. If more than one reason applies, select the MOST IMPORTANT reason. If reason is unknown to you, enter "16."

01 - To take a job (unemployed when entered program)
02 - To take a better job (employed when entered program)
03 - Released from institution or transferred to another institution
04 - To enter another training program
05 - Met personal objective
06 - Moved from the area
07 - Health problem
08 - Transportation problem
09 - Child care problem
10 - Family problem
11 - Time class/program is scheduled
12 - Location of class
13 - Lack of interest; instruction not helpful to participant
14 - Financial problem
15 - Other reason (specify on form)
16 - Information unavailable

22. Impact Data - Multiple answers possible - please check all important student achievements in any of these areas. (Note: The Change of Status form includes the same impact/achievement items. If you find out later in the year that students have achieved more as a result of this program, please complete and send to us so we may update the impact data.)

Thank you. Be sure to fill in your initials at the bottom of the form.

(01 05)
45753
PDE 4028
Formerly DEAS 1967

PENNSYLVANIA DEPARTMENT OF EDUCATION

ADULT BASIC EDUCATION

STUDENT INTAKE / DATA FORM

(06 11) Program No. _____

Class No. _____ (12) Program Year 83 - 84

Please complete all of Section One for each individual when he/she first enrolls in this program. As soon as Section One is completed, detach Copy One of this form and mail it to Pennsylvania Department of Education, Division of Research and Evaluation, 333 Market St., Box 911, Harrisburg, Pa. 17108.

Complete Section Two at the end of the program. Then submit Copy Two of each form to the Division of Research and Evaluation along with the Program and Staff Forms. To facilitate the data analysis, please mail all these forms together, at the program's termination. Retain Copy Three of each form for your records.

Copy Four is a Change in Status form. See instructions for use.

The Program Number, identified on the Program Data Form, must be entered on every form.

It is essential to read the accompanying instructions before completing any part of this form.

SECTION ONE STUDENT INTAKE INFORMATION

(13 21)

1. Name _____ 2. Social Security Number _____

3. Permanent Home Address Number & Street _____ (22-23)

City _____ Zip Code _____ Telephone _____ 4. County _____

5. Please give name of person other than student's immediate family who will know where student is living should he/she move from present address:

Name _____ Address or Phone: _____

6. Sex (24) ☐ 1. Male ☐ 2. Female 7. Age ☐ (25-26) 8. Race (see instructions) ☐ (27)

9. Marital Status (28) ☐ 1. Single ☐ 2. Married ☐ 3. Separated/Divorced ☐ 4. Widow/Widower 9b. Number of Dependents Under 18 ☐ (29 30)

10. Month and year of enrollment in this program ☐☐ ☐☐ (31 34)
MO. YR

11. Student's initial entry level in this program.
Check one level only (See instructions): (35) ☐ 1. ESL ☐ 2. *0 – 4* ☐ 3. *5 – 8* ☐ 4. *9 – 12*

12. If entry level is 9-12, did student complete an ABE program through 8th grade? (36) ☐ 1. yes ☐ 2. no

13. (See instructions)
a. Is student on public assistance? (37) ☐ 1. yes ☐ 2. no
b. Is student employed at time of enrollment? (38) ☐ 1. yes ☐ 2. no, but is available for work ☐ 3. no, and not available for work force
c. Is student handicapped? (39) ☐ 1. yes ☐ 2. no
d. Is student an immigrant to the U.S.? (40) ☐ 1. yes ☐ 2. no

14. Student's classes located in (see instructions for code): (41 42) ☐ If 09, specify: _____

15. Last grade completed (43 44) ☐

16. How did student find out about this ABE/GED program? (check only ONE): (45 46)

- ☐ 01. Local Board of Education
- ☐ 02. Newspaper, radio, TV
- ☐ 03. Handout, mailed leaflet
- ☐ 04. Relative, friend
- ☐ 05. Employer
- ☐ 06. Union
- ☐ 07. Student in ABE/GED
- ☐ 08. School counselor
- ☐ 09. Other institution personnel (warden, etc.)
- ☐ 10. Human service agency
- ☐ 11. Clergy
- ☐ 12. Rehabilitation Counselor
- ☐ 13. Other (Specify) _____

17. Major reason for participating in program (check only ONE): (47 48)

- ☐ 01. to improve job prospects
- ☐ 02. to learn better English
- ☐ 03. to obtain driver's license
- ☐ 04. to obtain citizenship
- ☐ 05. to get diploma or certificate
- ☐ 06. to qualify for training program
- ☐ 07. to help children with homework
- ☐ 08. social reasons
- ☐ 09. to improve basic skills
- ☐ 10. to achieve competency in (specify) _____
- ☐ 11. other (specify) _____

As soon as the information in Section One is collected during intake, please detach Copy One of this form and mail to the Division of Research and Evaluation. Be sure to remove all carbons at this time.

COPY TWO - SEND TO DIVISION OF RESEARCH AND EVALUATION AT THE END OF PROGRAM

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SECTION TWO COMPLETIONS AND IMPACT DATA (to be filled out at end of program)

STOP! BE SURE TO REMOVE CARBONS BEFORE COMPLETING THIS PAGE! THANK YOU.

18. How many hours of instruction did this student receive during this program? (49-51) ☐

19. Other contact hours (counseling, etc.) (52-53) ☐

20. COMPLETION AND EARLY SEPARATION DATA (Consult Instructions First)

COMPLETION AND EARLY SEPARATION DATA

		LEVEL I			LEVEL II
		ESL	0-4	5-8	9-12
A. COMPLETION Check highest level student PASSED during this program.	(54)	1	2	3	4
B. CONTINUATION Check if student attended classes throughout this program and remains at the same level.	(55)	1	2	3	4
C. EARLY SEPARATION Check if student SEPARATED EARLY from this level, without passing a level.	(56)	1	2	3	4

21. EARLY SEPARATIONS: If Row C above is checked, please indicate the primary reason for the student's early separation from this level. (Consult instructions section and enter one 2-digit number. NOTE: If a student PASSES a level, that student is NOT an early separation, even if he/she leaves before the program ends.) (57-58) ☐ If 15, please specify: _____

22. IMPACT DATA (Complete at end of program or immediately after last contact with student.)

Achievements of Program Participants

Educational

(59) ☐ 1. Improved basic skills for personal satisfaction and increased self-confidence.

2. Obtained or improved competencies in:

(60) ☐ a. government and law
(61) ☐ b. community resources
(62) ☐ c. consumer economics
(63) ☐ d. parenting
(64) ☐ e. occupational knowledge
(65) ☐ f. health care
(66) ☐ g. other (specify)_____

(67) ☐ 3. Was Level I (0-8 and ESL) and learned reading, writing, and math skills.
(68) ☐ 4. Obtained a high school diploma.
(69) ☐ 5. Passed the GED Test.
(70) ☐ 6. Learned the English language (for participants whose primary language is not English).
(71) ☐ 7. Entered another education/training program.
(72) ☐ 8. GED Test taken, results not received.

Societal

(73) ☐ 9. Received U.S. citizenship.
(74) ☐ 10. Voted for first time.
(75) ☐ 11. Received driver's license as a result of program.
(76) ☐ 12. Referred to agencies (other than educational) for needed services.

Economic

(77) ☐ 13. Obtained a job.
(78) ☐ 14. Obtained a better job or salary increase.
(79) ☐ 15. Was removed from public assistance.
(80) ☐ 16. Met personal objective (specify)_____

☐ None of the above apply.

COMPLETED BY _____ (initials)

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APPENDIX B

STATISTICAL SECTION OF THE FEDERAL ADULT EDUCATION ANNUAL PERFORMANCE AND EVALUATION REPORT 1983-84

Some data within the present report differs from the federal report because of the incorporation of data received too late for inclusion in that report.

COMMONWEALTH OF PENNSYLVANIA
ADULT EDUCATION ANNUAL PERFORMANCE REPORT
FOR
DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

PERIOD COVERED
July 1, 1983 - June 30, 1984

DATE OF REPORT
October 1, 1984

TABLE 1. PART A.

Part A. Profile of adult education participants

Participants who upon entry into program were:	American Indian or Alaskan Native	Asian or Pacific Islander	Black	Hispanic	Other	Total *
Educational Functioning Level:						
a. Level I	55	1,455	4,852	1,812	13,323	21,527
b. Level II	27	57	1,011	218	5,142	6,460
Total Both Levels	82	1,512	5,863	2,030	18,465	27,987

*Includes 35 students whose race was unavailable.

TABLE 1. PART B.

Part B. Participants who upon entry into the program were:

Ages:	Male	Female	Total
16-24	6,428	5,079	12,493
25-44	6,030	6,463	11,507
45-59	1,027	1,464	2,491
60 and older	434	998	1,432
Ages not available			64

TABLE 1. PART C.

Part C. Participants who upon entry into the program were:

	Male	Female	Total
1. Employed	3,598	3,214	6,812
2. Unemployed (available for work force)	6,038	7,689	13,727
3. Unemployed (not available for work force)	4,262	3,094	7,356
4. Receiving Public Assistance	2,879	4,625	7,504
5. Handicapped	2,319	1,616	3,935
6. Adults with limited English proficiency	1,700	1,924	3,624
7. Residents in rural areas	NA	NA	NA
8. Residents in urban areas with high rates of unemployment	5,092	4,899	9,991
9. Immigrants	1,281	1,645	2,926
10. Institutionalized	4,030	845	4,875

TABLE 1. PART D.

Part D. Achievements of program participants

		Male	Female	Total
1. Improved basic skills for personal satisfaction and increased self-confidence	*17	10,028	9,480	19,525
2. Obtained or improved competencies in:				
a. government and law	–	2,632	2,512	5,144
b. community resources	–	3,266	3,759	7,025
c. consumer economics	–	3,470	3,411	6,881
d. parenting	–	449	780	1,229
e. occupational knowledge	–	3,462	3,157	6,619
f. health care	–	1,099	1,492	2,591
g. other	–	674	852	1,526
3. Were Level I and learned reading, writing, and math skills	–	1,684	1,747	3,431
4. Obtained an adult high school diploma	–	339	346	685
5. Passed the GED Test	3	1,468	1,958	3,429
6. Learned the English language (for participants whose primary language is not English)	–	788	1,061	1,849
7. Entered another education/training program	–	1,033	916	1,949
8. Received U.S. Citizenship	–	18	27	45
9. Voted for first time	–	52	100	152
10. Obtained a job	–	978	707	1,685
11. Obtained a better job or salary increase	2	223	149	374
12. Were removed from public assistance	–	159	95	254

*Gender not indicated.

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TABLE 2. NUMBER AND TYPE OF AGENCIES, INSTITUTIONS AND ORGANIZATIONS PARTICIPATING

Agencies, institutions and organizations used to provide adult education and support services	TOTAL NUMBER USED	Number of Agencies, Institutions, and Organizations Providing:		
		Transportation	Day Care	ESL or Bilingual
1. Business and industries	15	4		
2. Labor unions	2		1	3
3. Community Colleges (Junior Colleges)	14		1	2
4. Colleges and universities	14	2		
5. Hospitals	13	9		
6. Churches	16	2		
7. Fraternal/sororal organizations	4			
8. Voluntary and community organizations	75	8	6	5
9. Manpower and training agencies	49	3	4	1
10. Health agencies	22	2		
11. Vocational and technical schools	30			6
12. Libraries	18			
13. Institutions for the handicapped	4	2		
14. Correctional institutions	51	5	2	15
15. Local Educational Agencies				
a) High School	106	4	4	56
b) Junior High or Middle School	7			2
c) Elementary School	13			5
d) Junior/Senior High School	1			
e) Other Local Educational Agency	2	2		4
16. Antipoverty programs	1			
17. Community center or learning centers	43	7	5	31
18. Other public agencies and institutions (specify)	85	20	19	1
19. Other private agencies and institutions	17	5	6	
20. Other	11	2	1	1
TOTAL	613	77	40	132

TABLE 3. NUMBER OF PERSONNEL, BY ORGANIZATIONAL PLACEMENT AND TYPE OF JOB PERFORMED

Type of Job Performed	Number of Paid Personnel	
	Part-Time	Full-Time
State Level Administrative/Supervisory	0	3
Local Administrative/Supervisory	217	10
Local Teachers	784	46
Local Counselors	210	9
Local Paraprofessionals	9	1
	12	0
	Number of Volunteers	
Teachers	11	0
Counselors	2	0
Paraprofessionals	9	1
Administrative/Supervisory	50	0
Tutors	532	0

TABLE 4. PARTICIPANTS LEAVING PROGRAM AND THEIR REASONS

Reasons for Leaving	Number
1. Completed their objectives	396
2. Reasons for leaving before completing objectives:	
a. Health problems	397
b) Day care problems	278
c. Transportation problems	346
d. Family	376
e. Location of class	27
f. Lack of interest; instruction not helpful to participant	1,250
g. Time class/program is scheduled	236
h. Changed address and left area	431
i. Other Known	427
To begin work in a new job	486
To begin work in a better job	75
Release or transfer from institution	1,163
To enter another training program	467
Financial problem	145
j. Unknown reasons	2,121
TOTAL	8,621

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APPENDIX C

1983-84 PENNSYLVANIA ABE PROGRAM SUMMARY BY COUNTY

The following is a complete listing of ABE programs conducted throughout the Commonwealth during the 1983-84 fiscal year. The programs are arranged by county and offer such administrative details as program name and program type, as well as reported data including staffing, enrollments by entry level and total enrollments.

Although some counties do not appear, it should be recognized that in many cases services in these counties are provided by administrative units in adjacent counties.

SUMMARY OF ADULT BASIC EDUCATION PROGRAMS BY COUNTY
PREPARED BY THE DIVISION OF ADVISORY SERVICES
FOR FISCAL YEAR 1983-84

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
ALLEGHENY COUNTY											
36-4094	CLAIRTON SCHOOL DISTRICT	ABE	3		2	12		14	07/01/83	05/30/84	101241
37-4059	CLAIRTON SCHOOL DISTRICT	GED	7				35	35	07/01/83	05/31/84	103001
36-4096	COMM COLL OF ALLEGHENY COUNTY	ABE	4		1	44		45	07/01/83	05/30/84	901203
36-4091	CONNELLEY SKILL LEARNING CNTR	ABE	22	198	493	548		1,239	07/02/83	06/30/84	201241
37-4054	CONNELLEY SKILL LEARNING CNTR	GED	4				146	146	07/01/83	06/30/84	203001
36-4095	DUQUESNE CITY SCHOOL DISTRICT	ABE							07/01/83	05/31/84	102001
37-4060	DUQUESNE CITY SCHOOL DISTRICT	GED					16	16	07/01/83	05/31/84	103001
36-4037	HIGHLANDS SCHOOL DISTRICT	ABE	2			8		8	07/01/83	05/30/84	101201
37-4020	HIGHLANDS SCHOOL DISTRICT	GED	2				5	5	07/01/83	05/30/84	103001
36-4093	IU 3 COMMUNITY PROGRAM	ABE	12	329	73	3		405	08/01/83	05/31/84	194212
34-4032	IU 3 INSTITUTIONAL PROGRAM	ABE			84	85		169	08/01/83	05/31/84	501202
34-4035	JOHN J. KANE HOSPITAL	ABE	2		1	5		6	07/01/83	05/30/84	502003
36-4089	PENN HILLS SCHOOL DISTRICT	ABE	2			16		16	08/01/83	05/30/84	102001
37-4055	PENN HILLS SCHOOL DISTRICT	GED	3				29	29	08/01/83	05/30/84	103001
34-4030	PITTSBURGH STATE CORR INSTIT	ABE	3	1	25	103		129	09/12/83	05/31/84	302105
35-4012	PITTSBURGH STATE CORR INSTIT	GED	3				109	109	09/19/83	05/31/84	303005
36-4029	WILKINSBURG SCHOOL DISTRICT	ABE	5		17	15		32	08/01/83	05/30/84	101201
37-4015	WILKINSBURG SCHOOL DISTRICT	GED	4				21	21	08/01/83	05/30/84	103001
34-4034	WOODVILLE STATE HOSPITAL	ABE	2		17	42		59	09/12/83	04/12/84	502101
	COUNTY TOTAL		80	528	713	881	361	2,483			
ARMSTRONG COUNTY											
36-4048	ARMSTRONG CO PROGRESSIVE WKSHP	ABE	4		43			43	07/01/83	05/31/84	801004
36-4033	ARMSTRONG SCHOOL DISTRICT	ABE	9		13	50		63	09/01/83	04/30/84	102101
	COUNTY TOTAL		13		56	50		106			
BEAVER COUNTY											
36-4051	BEAVER COUNTY ADULT LITERACY	ABE	5		85			85	07/01/83	05/31/84	801404
34-4031	BEAVER COUNTY JAIL	ABE	4		2	14		16	09/07/83	05/21/84	402102
36-4049	COMM COLLEGE OF BEAVER COUNTY	ABE	5	1		54		55	09/12/83	05/31/84	902003
	COUNTY TOTAL		14	1	87	68		156			
BERKS COUNTY											
37-4036	IU 14 EXTERNAL DIPLOMA PROGRAM	GED	10				73	73	09/01/83	05/31/84	103002
36-4082	READING COMMUNITY PROGRAM	ABE	21	234	14	281		529	08/01/83	05/30/84	894213
37-4053	READING COMMUNITY PROGRAM	GED	11				207	207	08/01/83	05/31/84	193003
34-4026	TEEN CHALLENGE	ABE	7		39	229		268	08/01/83	05/30/84	501243
36-4061	THRESHOLD REHAB SERVICES, INC.	ABE	5		15	15		30	07/01/83	05/30/84	801204
34-4017	WERNERSVILLE STATE HOSPITAL	ABE	9		69	83		152	08/15/83	05/31/84	541202
	COUNTY TOTAL		63	234	137	608	280	1,259			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
BLAIR COUNTY											
36-4088	ALTOONA COMMUN EDUCATION CNTR	ABE	46	7	80	650		737	07/01/83	06/30/84	282141
37-4056	ALTOONA COMMUN EDUCATION CNTR	GED	46				912	912	07/01/83	06/30/84	283001
36-4035	ALTOONA COMMUNITY PROGRAM	ABE	3		35			35	07/01/83	05/30/84	101002
34-4008	IU 8 COUNTY PRISONS PROGRAM	ABE	4			46		46	07/01/83	05/31/84	402002
	COUNTY TOTAL		99	7	115	696	912	1,730			
BRADFORD COUNTY											
37-4043	ATHENS AREA SCHOOL DISTRICT	GED	5				23	23	07/01/83	05/30/84	103001
36-4080	BRADFORD COUNTY AVTS	ABE	3		2	23		25	07/01/83	05/30/84	101201
37-4047	BRADFORD COUNTY AVTS	GED	2				15	15	07/01/83	05/30/84	603001
36-4070	PENN YORK OPPORTUNITIES, INC.	ABE	5		14	1		15	07/01/83	05/30/84	801004
37-4042	TROY AREA SCHOOL DISTRICT	GED	7				41	41	09/01/83	05/31/84	103001
	COUNTY TOTAL		22		16	24	79	119			
BUCKS COUNTY											
36-4023	BENSALEM TOWNSHIP SCHOOL DIST	ABE	7	22		28		50	09/01/83	05/31/84	101241
37-4033	BENSALEM TOWNSHIP SCHOOL DIST	GED	2				99	99	09/27/83	05/30/84	103001
36-4058	BRISTOL BORO SCHOOL DISTRICT	ABE	4	7		14		21	08/15/83	05/31/84	101401
36-4012	BRISTOL TOWNSHIP SCHOOL DIST	ABE	5	35	18	41		94	09/01/83	05/25/84	101241
37-4007	BRISTOL TOWNSHIP SCHOOL DIST	GED	4				122	122	09/01/83	05/25/84	103001
36-4016	CENTENNIAL SCHOOL DISTRICT	ABE	6	18	11	8		37	09/20/83	05/14/84	101241
37-4011	CENTENNIAL SCHOOL DISTRICT	GED	7				72	72	09/20/83	05/30/84	103001
34-4006	IU 22 INSTITUTIONAL PROGRAM	ABE	5		2	210		212	07/01/83	05/31/84	402142
36-4062	QUAKERTOWN COMMUNITY SCHL DIST	ABE	3	5	1	8		14	08/01/83	05/31/84	102141
37-4037	QUAKERTOWN COMMUNITY SCHL DIST	GED	4				26	26	08/01/83	05/31/84	103001
	COUNTY TOTAL		47	87	32	309	319	747			
CAMBRIA COUNTY											
36-4092	GREATER JOHNSTOWN AVTS	ABE	14		21	37		58	07/01/83	05/31/84	602101
37-4058	GREATER JOHNSTOWN AVTS	GED	14				69	69	07/01/83	05/30/84	603001
34-4009	HIRAM G. ANDREWS CENTER	ABE	3	1	209	130		340	07/01/83	05/31/84	502102
	COUNTY TOTAL		31	1	230	167	69	467			
CARBON COUNTY											
36-4104	CARBON COUNTY AVTS	ABE	10		7	64		71	08/01/83	05/31/84	602101
	COUNTY TOTAL		10		7	64		71			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
CENTRE COUNTY											
36-4076	DEVELOPMENT CENTER FOR ADULTS	ABE	175	65	234	1,241		1,540	07/02/83	05/31/84	262102
37-4048	DEVELOPMENT CENTER FOR ADULTS	GED	10				126	126	07/01/83	05/31/84	263002
34-4022	ROCKVIEW STATE CORR INSTIT	ABE	2			21		21	10/03/83	05/24/84	302005
35-4007	ROCKVIEW STATE CORR INSTIT	GED	3				49	49	10/03/83	05/30/84	303005
36-4073	STATE COLLEGE AREA SCHOOL DIST	ABE	10	153		104		257	08/01/83	05/31/84	101241
37-4041	STATE COLLEGE AREA SCHOOL DIST	GED	2				31	31	08/01/83	05/31/84	103001
	COUNTY TOTAL		202	218	234	1,366	206	2,024			
CHESTER COUNTY											
36-4098	AVON GROVE SCHOOL DISTRICT	ABE	3	12	25	21		58	10/04/83	05/30/84	101201
37-4068	COATESVILLE AREA SCHOOL DIST	GED	2				33	33	09/01/83	05/30/84	103001
36-4101	IU 24 COMMUNITY PROGRAM	ABE	2			67		67	09/19/83	05/31/84	162102
37-4063	IU 24 COMMUNITY PROGRAM	GED	5				91	91	09/16/83	05/31/84	163002
34-4036	IU 24 INSTITUTIONAL PROGRAM	ABE	3			41		41	09/19/83	05/31/84	452102
35-4014	IU 24 INSTITUTIONAL PROGRAM	GED	2				31	31	09/19/83	05/31/84	403002
36-4013	WEST CHESTER AREA SCHOOL DIST	ABE	3	19	1	13		33	08/15/83	05/31/84	102411
37-4008	WEST CHESTER AREA SCHOOL DIST	GED	3				55	55	08/15/83	05/30/84	103001
	COUNTY TOTAL		23	31	26	142	210	409			
CLARION COUNTY											
36-4068	CLARION COUNTY AVTS	ABE	5			37		37	07/01/83	05/31/84	602101
37-4038	CLARION COUNTY AVTS	GED	5				23	23	07/01/83	05/31/84	603001
	COUNTY TOTAL		10			37	23	60			
CRAWFORD COUNTY											
36-4047	CRAWFORD CENTRAL SCHOOL DIST	ABE	4		27	39		66	07/01/83	05/23/84	102141
37-4028	CRAWFORD CENTRAL SCHOOL DIST	GED	5				88	88	07/01/83	05/23/84	103001
36-4027	PENNCREST SCHOOL DISTRICT	ABE	7		11	69		80	07/01/83	05/30/84	102141
37-4016	PENNCREST SCHOOL DISTRICT	GED	6				35	35	07/01/83	05/31/84	103001
	COUNTY TOTAL		22		38	108	123	269			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
CUMBERLAND COUNTY											
34-4003	CAMP HILL STATE CORR INSTIT	ABE	6	13	11	52		76	09/07/83	05/30/84	302005
35-4001	CAMP HILL STATE CORR INSTIT	GED	1				17	17	09/07/83	05/30/84	302005
36-4009	CARLISLE AREA SCHOOL DISTRICT	ABE	6	23	1	7		31	07/01/83	05/31/84	102401
37-4002	CARLISLE AREA SCHOOL DISTRICT	GED	5				109	109	07/01/83	05/31/84	103001
34-4021	CUMBERLAND COUNTY PRISON	ABE	2	3	7	6		16	07/01/83	05/31/84	401402
37-4069	CUMBERLAND VALLEY SCH DIST	GED	9				67	67	07/01/83	05/31/84	103501
36-4002	EAST PENNSBORO AREA SCHL DIST	ABE	5			23		23	08/01/83	05/31/84	102001
	COUNTY TOTAL		34	39	19	88	193	339			
DAUPHIN COUNTY											
34-4001	DAUPHIN COUNTY PRISON	ABE	1	15				15	07/01/83	05/31/84	404004
34-4019	DAUPHIN COUNTY PRISON	ABE	2		12	50		62	07/01/83	05/31/84	401202
35-4005	DAUPHIN COUNTY PRISON	GED	1				21	21	07/01/83	05/31/84	403002
36-4004	HARRISBURG CITY SCHOOL DIST	ABE	2	28	39	70		137	07/01/83	05/31/84	101201
37-4004	HARRISBURG CITY SCHOOL DIST	GED	2				44	44	07/01/83	05/30/84	103001
34-4020	HARRISBURG STATE HOSPITAL	ABE	6		122	64		186	07/01/83	05/31/84	501202
35-4006	HARRISBURG STATE HOSPITAL	GED	2				20	20	07/01/83	05/31/84	503002
36-4075	PUERTO RICAN ORGANIZING COMMIT	ABE	9	47				47	09/12/83	05/31/84	804004
36-4007	TRI-COUNTY O.I.C.	ABE	9	47	42	228		317	07/01/83	05/31/84	801244
37-4001	TRI-COUNTY O.I.C.	GED	3				174	174	07/01/83	05/31/84	803004
36-4078	UPPER DAUPHIN COMMUNITY PROG	ABE	5		20			20	09/01/83	04/01/84	701004
	COUNTY TOTAL		42	137	235	412	259	999			
DELAWARE COUNTY											
36-4018	CHESTER UPLAND SCHOOL DISTRICT	ABE	5	8	2	17		27	09/01/83	05/31/84	182101
37-4012	CHESTER UPLAND SCHOOL DISTRICT	GED	5				41	41	09/01/83	05/31/84	103001
36-4020	CHICHESTER SCHOOL DISTRICT	ABE	4			38		38	08/20/83	04/27/84	101201
36-4083	DELAWARE CO. LITERACY COUNCIL	ABE	5		75	17		92	08/01/83	05/30/84	801204
34-4029	DELAWARE COUNTY PRISON	ABE	6	2	31	159		192	07/01/83	05/31/84	402144
35-4009	DELAWARE COUNTY PRISON	GED	4				62	62	07/01/83	05/30/84	403004
34-4028	HAVERFORD STATE HOSPITAL	ABE	4		15	107		122	10/04/83	05/31/84	502102
36-4019	RIDLEY SCHOOL DISTRICT	ABE	7	19		104		123	09/05/83	05/07/84	101241
37-4013	RIDLEY SCHOOL DISTRICT	GED	3				27	27	09/12/83	05/30/84	103001
36-4108	SOUTHEAST DELCO SCHOOL DIST	ABE	2	4		4		8	09/01/83	05/30/84	102401
37-4066	SOUTHEAST DELCO SCHOOL DIST	GED	4				71	71	09/01/83	05/30/84	103001
34-4037	SOUTHEAST PA REHAB CENTER	ABE	9		64	18		82	07/01/83	05/31/84	501204
36-4107	SOUTHEAST PA REHAB CENTER	ABE	11		126	78		204	07/01/83	05/31/84	801204
36-4099	WILLIAM PENN SCHOOL DISTRICT	ABE	5	7	14	104		125	09/01/83	05/31/84	102101
37-4065	WILLIAM PENN SCHOOL DISTRICT	GED	4				31	31	09/01/83	05/31/84	103001
	COUNTY TOTAL		78	40	326	647	232	1,245			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
ERIE COUNTY											
36-4028	CORRY AREA SCHOOL DISTRICT	ABE	4			32		32	07/01/83	05/30/84	102101
36-4039	DR. GERTRUDE A. BARBER CENTER	ABE	6		32	2		34	09/01/83	05/30/84	801004
36-4042	ERIE ADULT LEARNING CENTER	ABE	11	28	491	307		826	07/01/83	06/30/84	201241
37-4024	ERIE ADULT LEARNING CENTER	GED	6				90	90	08/01/83	05/31/84	203001
36-4031	MILLCREEK TOWNSHIP SCHOOL DIST	ABE	3	5		40		45	07/01/83	05/31/84	104211
37-4017	MILLCREEK TOWNSHIP SCHOOL DIST	GED	4				27	27	07/01/83	05/31/84	103001
36-4057	NORTHWEST TRI-COUNTY IU 5	ABE	7			22		22	09/01/83	05/31/84	102002
37-4030	NORTHWEST TRI-COUNTY IU 5	GED	7				37	37	09/01/83	05/31/84	103002
	COUNTY TOTAL		48	33	523	403	154	1,113			
FAYETTE COUNTY											
37-4061	CONNELLSVILLE PROGRAM	GED	4				30	30	09/01/83	05/31/84	803004
36-4097	FAYETTE CO COMMUN ACTION AGNCY	ABE	4	1	9	50		60	09/01/83	05/31/84	802104
	COUNTY TOTAL		8	1	9	50	30	90			
FRANKLIN COUNTY											
36-4006	WAYNESBORO AREA SCHOOL DIST	ABE	5			129		129	09/01/83	05/30/84	102001
37-4005	WAYNESBORO AREA SCHOOL DIST	GED	4				38	38	09/01/83	12/31/83	103001
	COUNTY TOTAL		9			129	38	167			
HUNTINGDON COUNTY											
34-4010	HUNTINGDON STATE CORR INSTIT	ABE	4	4	15	37		56	09/06/83	05/17/84	301205
35-4003	HUNTINGDON STATE CORR INSTIT	GED	3				33	33	09/06/83	05/31/84	303005
	COUNTY TOTAL		7	4	15	37	33	89			
INDIANA COUNTY											
36-4050	IU 28 COMMUNITY PROGRAM	ABE	8	18	17	114		149	07/01/83	05/31/84	802142
37-4029	IU 28 COMMUNITY PROGRAM	GED	4				66	66	07/01/83	05/31/84	213002
34-4014	IU 28 INSTITUTIONAL PROGRAM	ABE	5		25	10		35	07/01/83	05/31/84	401202
	COUNTY TOTAL		17	18	42	124	66	250			
JEFFERSON COUNTY											
36-4052	JEFFERSON-DUBOIS AVTS	ABE	4			51		51	07/01/83	05/30/84	602101
	COUNTY TOTAL		4			51		51			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
LACKAWANNA COUNTY											
36-4003	CARBONDALE AREA SCHOOL DIST	ABE	6		11			11	09/01/83	03/30/84	101001
37-4003	CARBONDALE AREA SCHOOL DIST	GED	6				22	22	08/01/83	04/30/84	103001
36-4079	SCRANTON SCHOOL DISTRICT	ABE	13	28	20	66		114	09/01/83	04/30/84	101241
37-4046	SCRANTON SCHOOL DISTRICT	GED	6				22	22	09/01/83	03/31/84	103001
	COUNTY TOTAL		31	28	31	66	44	169			
LANCASTER COUNTY											
36-4045	IU 13 COMMUNITY PROGRAM	ABE	37	561	244	1,315		2,120	07/01/83	05/31/84	182142
37-4026	IU 13 COMMUNITY PROGRAM	GED	14				304	304	07/01/83	05/31/84	183002
34-4013	IU 13 PRISON PROGRAM	ABE	10	48	99	546		693	07/01/83	06/30/84	402142
36-4046	LANCASTER SCHOOL DISTRICT	ABE	11	299	37	89		425	07/01/83	05/31/84	284211
37-4027	LANCASTER SCHOOL DISTRICT	GED	3				160	160	07/01/83	05/31/84	283001
	COUNTY TOTAL		75	908	380	1,950	464	3,702			
LAWRENCE COUNTY											
36-4032	NEW CASTLE ADULT LITERACY	ABE	2		48	2		50	07/01/83	05/31/84	801004
	COUNTY TOTAL		2		48	2		50			
LEHIGH COUNTY											
36-4102	ALLENTOWN SCHOOL DISTRICT	ABE	12	23	91	64		178	09/12/83	05/31/84	181421
37-4064	ALLENTOWN SCHOOL DISTRICT	GED	5				61	61	09/19/83	05/30/84	103001
34-4005	ALLENTOWN STATE HOSPITAL	ABE	6		100	31		131	07/01/83	05/31/84	501208
34-4027	LEHIGH COUNTY PRISON	ABE	4			41		41	08/01/83	04/30/84	401201
	COUNTY TOTAL		27	23	191	136	61	411			
LUZERNE COUNTY											
34-4004	DALLAS STATE CORR INSTITUTION	ABE	4		17	18		35	10/03/83	05/31/84	302005
36-4005	HAZLETON AREA SCHOOL DISTRICT	ABE	8	15	9	68		92	08/15/83	03/30/84	102001
36-4001	INST OF HUMAN RESOURCES & SERV	ABE	5		55			55	09/01/83	05/31/84	901002
36-4008	REHAB SERVICES	ABE	2		22			22	08/01/83	05/31/84	801004
36-4010	WILKES-BARRE AREA SCHOOL DIST	ABE	6	12		115		127	08/01/83	03/31/84	101241
	COUNTY TOTAL		25	27	103	201		331			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
LYCOMING COUNTY											
34-4025	LYCOMING COUNTY PRISON	ABE	4		8	18		26	09/06/83	05/30/84	401201
34-4002	MUNCY STATE CORR INSTITUTION	ABE	3		7	27		34	08/01/83	05/31/84	302005
36-4081	WILLIAMSPORT AREA SCHOOL DIST	ABE	3	9	58	14		81	09/06/83	05/30/84	101241
37-4050	WILLIAMSPORT AREA SCHOOL DIST	GED	11				161	161	09/07/83	05/13/84	103001
	COUNTY TOTAL		21	9	73	59	161	302			
MCKEAN COUNTY											
36-4069	IU 9 COMMUNITY PROGRAM	ABE	4			29		29	09/01/83	05/31/84	602102
37-4039	IU 9 COMMUNITY PROGRAM	GED	2				19	19	09/01/83	05/31/84	103002
36-4044	KANE AREA SCHOOL DISTRICT	ABE	3		3	4		7	07/01/83	05/30/84	102141
37-4031	KANE AREA SCHOOL DISTRICT	GED	2				25	25	09/15/83	05/30/84	103001
	COUNTY TOTAL		11		3	33	44	80			
MERCER COUNTY											
36-4040	FARRELL AREA SCHOOL DISTRICT	ABE	6		24	18		42	09/06/83	05/30/84	101201
37-4022	FARRELL AREA SCHOOL DISTRICT	GED	4				49	49	09/06/83	05/31/84	103001
36-4041	IU 4 COMMUNITY PROGRAM	ABE	20	5	18	94		117	07/01/83	05/30/84	602142
37-4023	IU 4 COMMUNITY PROGRAM	GED	12				114	114	07/01/83	05/30/84	103002
34-4012	IU 4 INSTITUTIONAL PROGRAM	ABE	6			32		32	07/02/83	05/30/84	402002
36-4038	MERCER COUNTY AVTS	ABE	4			22		22	07/01/83	05/30/84	602101
37-4021	MERCER COUNTY AVTS	GED	4				9	9	07/01/83	12/31/83	603001
34-4033	MERCER SRCF	ABE	2		5	10		15	09/01/83	05/30/84	302005
35-4013	MERCER SRCF	GED	2				10	10	09/01/83	05/30/84	303005
	COUNTY TOTAL		60	5	47	176	182	410			
MONTGOMERY COUNTY											
36-4066	CHELTENHAM TOWNSHIP SCHL DIST	ABE	3		2	18		20	09/14/83	05/23/84	104211
34-4038	EAGLEVILLE HOSPITAL	ABE	4		8	67		75	07/11/83	05/31/84	501202
34-4007	GRATERFORD STATE CORR INSTIT	ABE	4		11	56		67	09/19/83	05/31/84	301205
35-4002	GRATERFORD STATE CORR INSTIT	GED	3				45	45	09/26/83	05/31/84	303005
36-4103	HATBORO-HORSHAM SCHOOL DIST	ABE	5	10		17		27	09/14/83	05/21/84	104211
36-4109	MONTGOMERY COUNTY O.I.C.	ABE	7			12		12	08/01/83	05/31/84	802004
37-4067	MONTGOMERY COUNTY O.I.C.	GED	6				12	12	08/05/83	05/31/84	803004
36-4015	NORRISTOWN AREA SCHOOL DIST	ABE	12	84	35	64		183	08/01/83	05/31/84	181241
37-4010	NORRISTOWN AREA SCHOOL DIST	GED	6				127	127	08/01/83	05/31/84	103001
36-4105	SPRING FORD AREA SCHOOL DIST	ABE	6		11	30		41	09/01/83	05/30/84	102411
37-4062	SPRING FORD AREA SCHOOL DIST	GED	5				35	35	09/01/83	05/30/84	103001
36-4017	UPPER DUBLIN SCHOOL DISTRICT	ABE	4	1		27		28	09/13/83	05/25/84	102001
36-4021	WISSAHICKON SCHOOL DISTRICT	ABE	2	29				29	09/12/83	06/08/84	104211
	COUNTY TOTAL		67	109	62	284	182	637			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
NORTHAMPTON COUNTY											
36-4014	BETHLEHEM AREA SCHOOL DISTRICT	ABE	3	30				30	08/15/83	05/31/84	102401
37-4009	BETHLEHEM AREA SCHOOL DISTRICT	GED	5				130	130	08/15/83	05/31/84	103001
36-4065	EASTON AREA SCHOOL DISTRICT	ABE	10	28	18	45		93	08/01/83	04/30/84	181241
37-4032	EASTON AREA SCHOOL DISTRICT	GED	5				40	40	09/01/83	05/30/84	103001
34-4016	NORTHAMPTON COUNTY PRISON	ABE	7		1	39		40	08/15/83	04/30/84	401201
36-4059	PEN ARGYL AREA SCHOOL DISTRICT	ABE	5		3	59		62	08/01/83	05/31/84	102101
37-4034	PEN ARGYL AREA SCHOOL DISTRICT	GED	4				24	24	08/01/83	05/31/84	103001
	COUNTY TOTAL		39	57	24	143	194	418			
PHILADELPHIA COUNTY											
36-4106	ACADEMY & CAREER TRANSITN PRGM	ABE	7			56		56	10/03/83	06/30/84	802004
36-4084	CENTER FOR LITERACY	ABE	315	109	470	48		627	07/01/83	05/31/84	801424
36-4100	CENTERS FOR ADULT LEARNING	ABE	22	52	287	1		340	09/01/83	05/31/84	801203
36-4064	DIST 1199C TRNG AND UPGRADING	ABE	4		51	19		70	08/19/83	05/31/84	801204
36-4060	LUTHERAN SOCIAL MISSION SOC.	ABE	10		67	93		160	08/01/83	05/31/84	802104
36-4067	PHILADELPHIA CITY SCHOOL DIST	ABE	33	134	261	949		1,344	07/01/83	06/30/84	181241
37-4035	PHILADELPHIA CITY SCHOOL DIST	GED	9				386	386	07/01/83	06/30/84	183001
34-4018	PHILADELPHIA CORRECTIONS	ABE	2		20	169		189	07/01/83	06/30/84	401241
36-4063	SOUTHERN HOME SERVICES	ABE	8	50	11	9		70	07/01/83	05/31/84	804214
36-4024	TEMPLE UNIVERSITY	ABE	3		9	40		49	07/01/83	05/30/84	901243
	COUNTY TOTAL		413	345	1,176	1,385	386	3,292			
POTTER COUNTY											
36-4026	COUDERSPORT AREA SCHOOL DIST	ABE	4		12	18		30	08/01/83	05/30/84	102101
	COUNTY TOTAL		4		12	18		30			
SCHUYLKILL COUNTY											
36-4086	IU 29 COMMUNITY PROGRAM	ABE	7		39	51		90	09/01/83	05/31/84	801202
37-4052	SCHUYLKILL PROGRAM	GED	4				47	47	09/01/83	05/31/84	603002
37-4006	SHENANDOAH VALLEY SCHOOL DIST	GED	3				19	19	09/01/83	05/01/84	103001
36-4022	WILLIAMS VALLEY SCHOOL DIST	ABE	4			22		22	09/01/83	04/30/84	102001
	COUNTY TOTAL		18		39	73	66	178			
SOMERSET COUNTY											
36-4036	SOMERSET COUNTY AVTS	ABE	7		55	19		74	07/01/83	05/31/84	601201
37-4019	SOMERSET COUNTY AVTS	GED	6				46	46	09/01/83	05/31/84	603001
	COUNTY TOTAL		13		55	19	46	120			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
TIOGA COUNTY											
36-4074	MANSFIELD STATE COLLEGE	ABE	3		21	50		71	08/01/83	05/30/84	902003
	COUNTY TOTAL		3		21	50		71			
UNION COUNTY											
36-4072	IU 16 COMMUNITY PROGRAM	ABE	24	16	56	704		776	07/01/83	05/31/84	102142
37-4044	IU 16 COMMUNITY PROGRAM	GED	14				157	157	07/01/83	05/31/84	103002
34-4023	IU 16 INSTITUTIONAL PROGRAM	ABE	7	12	24	246		282	07/01/83	05/31/84	401202
35-4008	IU 16 INSTITUTIONAL PROGRAM	GED	5				117	117	07/01/83	05/31/84	103002
	COUNTY TOTAL		50	28	80	950	274	1,332			
VENANGO COUNTY											
36-4090	TITUSVILLE AREA SCHOOL DIST	ABE	5			44		44	07/01/83	05/30/84	102101
	COUNTY TOTAL		5			44		44			
WARREN COUNTY											
35-4010	WARREN COUNTY JAIL	GED	3				20	20	07/01/83	05/31/84	404001
	COUNTY TOTAL		3				20	20			
WASHINGTON COUNTY											
36-4055	CALIFORNIA COMMUNITY PROGRAM	ABE	4			13		13	07/01/83	05/31/84	901202
36-4054	CARMICHAELS,CARROLL,WAYNESBURG	ABE	5	1		50		51	09/01/83	05/31/84	101242
36-4056	IU #1 ADULT LEARNING CENTER	ABE	5	8	43	165		216	08/01/83	05/31/84	201242
36-4043	MCGUFFEY SCHOOL DISTRICT	ABE	4			28		28	07/01/83	05/30/84	102001
37-4025	MCGUFFEY SCHOOL DISTRICT	GED	4				58	58	07/01/83	05/30/84	103001
36-4087	TRINITY AREA SCHOOL DISTRICT	ABE	8	5	4	65		74	07/01/83	05/25/84	101241
37-4057	TRINITY AREA SCHOOL DISTRICT	GED	4				21	21	07/01/83	05/15/84	103001
34-4015	WASHINGTON CP & WESTERN CENTER	ABE	13		32	34		66	09/01/83	05/31/84	401202
36-4053	WAYNESBURG DAY PROGRAM	ABE	3	2	6	61		69	09/01/83	05/31/84	801242
	COUNTY TOTAL		50	16	85	416	79	596			
WAYNE COUNTY											
37-4049	WAYNE HIGHLANDS SCHOOL DIST	GED	5				20	20	11/01/83	05/15/84	103001
	COUNTY TOTAL		5				20	20			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
WESTMORELAND COUNTY											
34-4011	GREENSBURG SRCF	ABE	4		51	30		81	09/19/83	04/26/84	301205
35-4004	GREENSBURG SRCF	GED	3				58	58	09/19/83	05/31/84	303005
36-4030	NEW KENSINGTON/ARNOLD SCH DIST	ABE	4	1	4	15		20	09/13/83	04/05/84	101201
36-4025	NORWIN SCHOOL DISTRICT	ABE	4			53		53	07/01/83	05/30/84	102101
37-4014	NORWIN SCHOOL DISTRICT	GED	4				29	29	07/01/83	05/30/84	103001
36-4034	P.I.C. WESTMORELAND/FAYETTE	ABE	4		13	35		48	07/01/83	05/31/84	802104
37-4018	P.I.C. WESTMORELAND/FAYETTE	GED	3				24	24	07/01/83	05/31/84	803004
	COUNTY TOTAL		26	1	68	133	111	313			
WYOMING COUNTY											
36-4071	TUNKHANNOCK AREA SCHOOL DIST	ABE	6			26		26	08/12/83	05/31/84	101241
37-4040	TUNKHANNOCK AREA SCHOOL DIST	GED	4				20	20	08/14/83	03/30/84	103001
	COUNTY TOTAL		10			26	20	46			
YORK COUNTY											
36-4077	IU 12 COMMUNITY PROGRAM	ABE	166	152	147	136		435	07/01/83	05/31/84	201242
37-4045	IU 12 COMMUNITY PROGRAM	GED	11				463	463	07/01/83	05/31/84	103002
34-4024	IU 12 PRISON PROGRAM	ABE	3			175		175	07/01/83	05/31/84	401202
37-4070	RED LAND COMMUNITY ACTION PRG	GED	3				26	26	07/01/83	05/31/84	803004
37-4051	YORK COUNTY AVTS	GED	4				35	35	07/01/83	05/31/84	403001
	COUNTY TOTAL		187	152	147	311	524	1,236			
GRAND TOTAL			2,028	3,087	5,505	12,905	6,465	27,992			

APPENDIX D

1983-84

SECTION 310 FUNDED PROJECTS

Section 310 of the Adult Education Act provides support for special experimental demonstration and teacher training projects. More information about individual projects conducted in 1983-84 may be obtained by contacting AdvancE, Pennsylvania's Adult Education Clearinghouse, at the following address.

AdvancE
PDE REsource Center
Pennsylvania Department of Education
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333

SECTION 310 PROJECTS

Special Experimental Demonstration Projects

Priorities for 1983-84

1. Staff and operate a resource facility as a support service to State administration and local Section 306 Adult Basic Education (ABE) programs (which include Adult Basic Education Instruction - ABE, General Educational Development Preparation - GED, and English as a Second Language - ESL) through:

   a. Resource Management

      (1) Maintain and expand a shelf collection of over 3,000 ABE related materials in the areas of professional development, students/staff classroom materials, Special Experimental Demonstration and Staff Development Sections 309/310 Special Projects reports and products, and general ABE references. The material should be shelved in a spacious work area to accommodate easy access by field personnel as well as the resource facility staff. A computerized file of the shelf collection should be maintained and updated as necessary.

      (2) Maintain or initiate contacts with commercial publishers in order to receive gratis copies of newly released ABE related materials. Final reports and products of Special Experimental Demonstration and Staff Development Sections 309/310 Special projects would be received by the resource facility from the Division of Adult Basic Education to be integrated into the existing shelf collection.

      Further acquisitions should be made through limited purchase of new materials identified through analyses of Section 306 regular ABE program needs and Sections 309/310 Special Projects functions and activities. The staff should conduct reviews of the newly acquired materials for content and methods to effect their use. Access to one or more of the commercially available computerized data bases for educational information is necessary for staff's response to client's requests.

      (3) Disseminate client-specified and/or staff selected materials in response to mail, phone, on-site requests and staff-perceived filed personnel needs. Information about the resource facility and how to use its services as well as announcements of the availability of specific materials would be distributed to appropriate audiences. This function would involve the editing and production of abstracts of the current Section 310 Special Projects. Resources and information should be provided as loans, gratis copies, or on a cost-recovery basis. The intent of the resource facility shall be to provide limited free services to the Pennsylvania Department of Education and its funded ABE programs.

"Resource Management of the Adult Education Clearinghouse"

Pennsylvania Department of Education, Resource Center

The PDE Resource Center established a unit to offer information and dissemination activities for adult education in Pennsylvania. By consolidating services, communication between local agencies and the information resource was greatly simplified.

As part of the Resource Center, this unit used the skills of an experienced information manager, the methods for providing existing services, and the collections already available through the Resource Center and the State Library System.

"The Administrative Census of the Adult Basic Education Programs in Pennsylvania"

Pennsylvania Department of Education,
Bureau of Basic Education Support Services

This project gathered the information and data essential to the preparation of the 1982-83 Annual Performance Narrative Report and compiled this information and data to complete the report to the U.S. Department of Education.

The project also prepared a report from the same information for dissemination to each program sponsor. This report detailed the 1982-83 statewide effort in adult education. Additionally, Individual Program Summary Reports (IPSRs) describing program performance for the year were compiled and disseminated.

The procedures for accomplishing these objectives included distributing the survey instruments, collecting and managing data, using a quality control procedure on collected forms, data entry and data analysis, and preparing written reports.

b. Staff Development Activities

(1) Aid in the planning and managing of a program of State initiated staff development activities. This program includes:

(a) A series of three (3) regional workshops to be held in the Spring of 1984 for Section 306 ABE program administrators.

(b) Five (5) Sections 309/310 Special Projects presentations at the Pennsylvania Vocational Education Conference in June of 1984.

(c) A three-day workshop for Sections 306/310 personnel to be held at the resource facility to familiarize practitioners with current and past Sections 309/310 Special Projects, the shelf collection, and techniques for adapting/adopting

materials and resources. Presenters at the three-day workshop should be current or past Section 310 personnel and/or persons who have credibility as developers or users of resources and facilitators of adult learning.

[This subpriority remained technically unimplemented because support of individual sessions at the National Adult Education Conference (NAEC) at Philadelphia (see Priority 8) replaced the originally planned regional workshops.]

c. Facilitation of Task Force Meetings

(1) Coordinate the physical arrangement and fiscal support for State initiated planning and evaluation functions, which include:

(a) A broadly representative group of persons involved with advising the Division of Adult and Continuing Education on the delivery, support and improvement of Section 306 programs and Section 310 Special Projects. This group of a maximum of thirty (30) persons, called the State Plan Task Force, meets four times a year, for a total of eight days. All of the meetings will take place in the general Harrisburg area. Costs involved include travel, meals, and lodging.

(b) A group of a maximum of twenty-five (25) persons involved with the delivery and support of Section 306 programs and Section 310 Special Projects to assist with the selection of priorities and proposals for Special Projects to be funded under Section 310 of the Adult Education Act. Called the 310 Task Force, this group meets four (4) times per year for a total of six meeting days at the Department of Education in Harrisburg. Costs involved include travel, meals, and lodging.

(c) Other supportive services might be necessary to respond to other Division of Adult and Continuing Education initiatives and would be funded as necessary.

"ABE-Staff Development and Task Force Program Components"

Pennsylvania Directors' Association for Community Action, Inc.

The Pennsylvania Directors' Association for Community Action, Inc. managed and coordinated scheduled staff development activities and meetings of the State Plan Task Force and 310 Task Force. All appropriate arrangements for approved meeting facilities were completed according to dates specified by state adult basic education staff. Travel reimbursements were processed for all workshop and meeting participants according to established rates and regulations.

2. Publish a minimum of ten (10) issues of an Adult Basic Education newsletter that would disseminate useful information to ABE practitioners and other supporters of the ABE program in Pennsylvania.

"What's the Buzz? - ABE Newsletter"

David W. Fluke

What's the Buzz?, the adult basic education newsletter, was prepared, edited, and published each month from September through June. It was mailed free to all Section 306 programs and Section 310 projects in Pennsylvania and to as many other ABE practitioners and friends of ABE as were identified. Readers were informed of relevant legislation and activities appropriate to ABE/GED/ESL, literacy, continuing education, and vocational education throughout the country -- but with a special emphasis on Pennsylvania.

As a medium of the Division of Adult Basic Education, the newsletter served ABE practitioners in the field through regular feature articles related to vocational education.

3. Develop and disseminate an adult student magazine which can be used to serve as a resource to teaching basic skills, to promote student retention, and to promote public awareness of Adult Basic Education concerns.

4. Develop and implement a model Adult Basic Education public relations packet, which could be adopted/adapted for use on a local or a statewide basis.

"Now I Can" Public Relations Kit"

Tana Reiff-Sodano

NOW I CAN was the theme of a comprehensive public relations kit for adult basic education in Pennsylvania. Made for potential students, volunteer tutors, public officials, and the general public, the kit contained the following eight ready-to-use components:

(1) Guidelines for Using the Kit.

(2) Adult Education Fact Sheet.

(3) How to Write to Your Congressperson (with samples and teaching guidelines for classroom use.

(4) Radio Public Service Announcement (PSA) Script.

(5) Camera-Ready Newspaper Ads (two versions, two sites).

(6) TV Public Service Announcement Videotapes.

(7) Group Presentation (slides and tape).

(8) How to Write an Effective Press Release (with samples).

"Development of a Public Relations Packet"

Bradford-Wyoming County Library

The Bradford-Wyoming County Literacy Council developed an adult basic education public relations packet to be used to recruit adult students in need of training at the 0-4 level. The materials in this packet were sent to social agencies, civic organizations, and area industries.

"Public Relations for a Local ABE Program"

David W. Fluke

This project developed and implemented a public relations program for a local adult basic education program in a rural area. As a model to be adapted or adopted by other rural ABE programs, it dealt with the development of print materials, broadcast materials, and materials for public distribution. It adapted materials presently available and developed new materials suitable to rural areas. The project also included production of a slide presentation for use with community groups.

5. Establish and implement a model Adult Basic Education linkage program with community organizations for the purpose of sharing staff, resources, student recruitment and/or job placement and training services.

"Project People: Parent Educational Opportunity Program Linking Education and Employment"

Central Intermediate Unit 10

Central Intermediate Unit 10 developed and implemented a three-way linkage (CIU 10 Development Center's ABE/GED Program, Headstart, Centre County Vocational-Technical School) that enabled economically, occupationally, and educationally disadvantaged Headstart parents to become more confident, independent, and employable individuals. In addition to holding ABE/GED classes, the Development Center developed and provided 60 hours of sequentially organized personal development and job search skills workshops specifically designed to upgrade participant employability. The Head Start Program provided child care and transportation of parent participants to ABE service sites, while the Centre County Vocational-Technical School used its human services shop to provide secondary student child care aides and to house classes for both Head Start parents and their children.

"A Model Development Project: ABE for Maintenance Personnel"

Community College of Allegheny County

The Community College of Allegheny County established a model adult basic education linkage related to job-training services. The program was designed for custodial and maintenance staff at the community college's Allegheny Campus and included a needs assessment, a job-related curriculum stressing the enhancement of basic skills,

group instruction, and follow-up evaluation. The long-range goal was the development of a far-reaching linkage of other academic and industrial agencies in need of specialized training for similar employees.

6. Demonstrate the use of supplemental services to Pennsylvania Department of Education-funded Adult Basic Education programs to improve the employability of the ABE participants.

"Demonstration Mentoring Service"

Metropolitan Center of Germantown

Metropolitan Collegiate Center demonstrated the use of successfully employed men and women as volunteer "mentors" to enhance the employability of adult basic education students in their Academy and Career Transition program. Mentors served as work-world role models, provided exposure to the work environment--including the opportunity to apply academic skills at the mentor's work site--and offered assistance and sponsorship (including a reference) as their students prepared and executed job searches.

"Mini-Course in Career Education and Job Search Skills for Adult Basic Education Students"

School District of Philadelphia

This project included the development of a competency based curriculum in career education and job-search skills to address the widely divergent needs of unemployed and underemployed adult basic education students in a large urban area. Included, also, were confidence building techniques and social skills instruction. It used a computerized data base of career, occupational and job-search information, films, tapes, libraries, specifically developed forms, and effective education techniques.

The course was given in five consecutive weekly sessions of two hours each. Each group consisted of 15 to 20 students. Ten separate series were scheduled throughout the city. The course augmented the students' regular classes. A pre- and post-course questionnaire, as well as a follow-up telephone survey, were administered.

7. Develop or adapt an Adult Basic Education curriculum which is innovative, specific, and uses a variety of instructional techniques. The use of state-of-the-art technology should be included; however, the Department will not fund the purchase of hardware.

"A High-Tech Curriculum Guide"

Coudersport Area School District

The ABE HIGH-TECH CURRICULUM GUIDE was designed to serve as a model which small rural adult basic education programs can use to present pre-GED basic instructional activities through new technology and

micro-computer programming. The use of quality high-tech software to reinforce the instruction in reading comprehension, math and English was incorporated in the Curriculum Guide.

"Lincoln Intermediate Unit's ABE Employment-Oriented Curriculum Project"

Lincoln Intermediate Unit 12

This project developed an integrated curriculum of language arts, math and employability skills for the ABE student. Preliminary research and study of available resources and materials had indicated that such an integrated curriculum designed for adult education practitioners did not exist. The project was based on an extension of the communication arts curriculum of the Pennsylvania Department of Education's Comprehensive Reading/Communication Arts Plan (PCRP), a model of "health."

"Project Grads: Grass Roots Alternative Diploma Study"

SCI Huntingdon

Project GRADS was a threefold, year long, countywide program in which GED study lessons were presented in the daily newspaper and cablecast over the local TV public information channel, therefore exposing rural areas to TV/VCR viewing. Ongoing individual or small-group tutoring and student study guides were made available.

GRADS was unusual to Huntingdon County because it:

(1) Addressed a predominantly rural adult population of which 40% lack either a high school diploma or a GED diploma.

(2) Provided academic upgrading and time-structuring for a 20% idle work force.

(3) Featured home study, since no public mass transportation exists.

(4) Had the distinction of being the first countywide adult GED preparation program.

"Project Read"

Central Intermediate Unit 10

PROJECT READ developed a language arts curriculum geared to meet the identified interests and needs of the 0-4 adult basic education students. The curriculum included (1) four skill booklets with appropriate audio-visual materials (tapes, language masters cards, etc.), each designed to address a specific skill area, and (2) an annotated reference guide of available materials that addressed or supplemented the skills systematically presented in the curriculum.

The new skills and concepts were presented sequentially through a variety of instructional methods, such as phonics, structural analysis, sight word recognition, and language experience.

"PROJECT LEARN-MAN: Learning Made Accessible to Non-Readers"

Central Intermediate Unit 10

PROJECT LEARN-MAN: LEARNING MADE ACCESSIBLE TO NON-READERS developed and implemented a high quality set of 13 sequentially organized, self-instructional adult basic education curriculum audio-tapes with accompanying workbooks designed specifically for ABE enrolled young adults from socially, educationally, and culturally disadvantaged backgrounds. The adults were those who lacked the self-discipline necessary to engage in long periods of study and use conventional materials and methods. They were classified as non-attenders because they could no longer attend ABE class locations for a variety of reasons: they lacked access to a reliable source of transportation and/or child care; they worked during the hours ABE/GED classes were held; they were in special occupations requiring extended travel; or they lived in rural areas far from ABE/GED classes.

PROJECT LEARN-MAN relied on the following appeals:

(1) Its musically captivating format (a medium often chosen by young adults when studying).

(2) Its 13 high quality instructional tapes and workbooks on English grammar skills and math.

8. Present a one-hour Adult Basic Education workshop module in your area of expertise at the National Adult Education Conference in Philadelphia, Pennsylvania, on Friday, or Saturday, December 2 and 3, 1983 (Teacher In-Service Days). Any ABE staff development need may be addressed by this priority.

"Adult Education Programs and Special Needs Adults: Future Programming Implications for Adults with Special Learning Needs"

Pennsylvania Association for Adult Continuing Education

The Special Needs Population (SNP) Special Interest Section of the Pennsylvania Association of Adult Continuing Education (PAACE) presented at the National Adult Education Conference (NAEC) at Philadelphia, an adult basic education workshop entitled "Adult Education Programs and Special Needs Adults: Future Programming Implications for Adults with Special Learning Needs." The workshop defined the future role of adult and continuing education in the development and provision of programs to adults with special learning needs. The special needs learner was discussed, methods and materials were reviewed, and a needs assessment was conducted.

"An Introduction to the Process-Approach to the Teaching of Writing Skills in ABE Programs"

Lincoln Intermediate Unit 12

For this adult basic education workshop module at the National Adult Education Conference (NAEC) at Philadelphia, the presenter engaged workshop participants in a process-oriented instructional strategy for improving student writing learning. The presenter showed examples of student growth in writing as illustrated by actual pieces of writing from the presenter's own ABE/GED students and shared recent research on the teaching of writing skills in a variety of adult education programs.

Participants received an annotated bibliography of books and articles related to writing in the work world, the home, the school, and the community. The presenter's discussion of Write-for-Life objectives emphasized the benefits of regular process-oriented writing activities to student writing, learning, and employability skills.

"Kiwanis Volunteers-Supporters of Adult Learners"

State College Area School District

At the 1983 National Adult Education Conference (NAEC) at Philadelphia, a one-hour workshop by the State College Area School District trained adult basic education personnel in the effective use of volunteers. Members of a Kiwanis Club were recruited and trained to support adults completing their education at the secondary level. The how-to-volunteer handbook and the evaluation instruments developed by the presenter were distributed to participants.

"Learner Centered Curriculum Development"

Lutheran Social Mission Society

The Lutheran Settlement House Women's Program conducted a workshop at the National Adult Education Conference (NAEC) entitled "Learner Centered Curriculum Development," which explored strategies using issues and concerns of special needs student populations. The presenter focused on successful techniques used to develop learner-centered curriculum materials. Alternative methods of curriculum development, relevant to the student populations that the participants teach, were presented.

"Project Linkage Presentation"

Delaware County Community College

This project provided a panel presentation and discussion relating to a successful project. A moderator and a panel of four presenters shared insights on the processes and programs used in a community in an adult basic education cooperative venture. They emphasized:

(1) Citizen involvement.
(2) Agency-school cooperation.
(3) Volunteer and parent involvement.
(4) Student involvement.
(5) Ongoing programs for the community.

The community college and William Penn School District personnel, who designed and implemented this innovative program, shared perspectives. Recent applications of Project Linkage as they related to economic development were included in this presentation at the National Adult Education Conference (NAEC) at Philadelphia.

"Teaching Listening and Speaking Skills to English as a Second Language"

Lancaster-Lebanon Intermediate Unit 13

Donald A. Carl, Jr., delivered a one-hour presentation, entitled "Teaching Listening and Speaking Skills to English-as-a-Second Language Adults" on the philosophy and theory of language teaching and language acquisition. Most of the workshop time was spent on the discussion of various methods and techniques used to teach listening and speaking skills to ESL adults. The final phase of the workshop allowed participants to review and evaluate sample curriculum materials. Information was disseminated to participants on the teaching of reading and writing skills in the adult ESL classroom.

"THE ABE Newsletter - How To"

What's the Buzz?

This presentation at the National Adult Education Conference (NAEC) was a one-hour workshop dealing with the various aspects and techniques involved in preparing and distributing a readable, informative, interesting newsletter about adult education. Relating to the theme of the NEAC, "AAACE, A Declaration of Interdependence," the presenter demonstrated that the adult education newsletter can effectively develop and enhance cooperation among the various delivery systems of the adult education community as well as serve as an important informational link with business and industry, governmental agencies, the legislature, and community organizations and individuals.

9. Develop an exemplary Adult Basic Education program management strategy for, but not limited to: instructional delivery, recruitment and/or retention, office and/or classroom microcomputer use, private sector financial support, cable TV in geographically isolated areas and/or volunteer utilization.

"Community Access to Adult Education"

Lincoln Intermediate Unit 12

This project provided adults an opportunity to develop ten of their basic life competencies in a nonthreatening environment.

Lessons were introduced on local public and commercial television. Learning packets, to be used by individuals, were designed to prepare the user to function successfully in the topic area. Students chose to choose specific subjects in which to work and progress at their own rate.

"Mayor's Commission on Literacy"

City of Philadelphia

The City of Philadelphia improved levels of basic skills and pre-entry level training literacy programs. This effort involved the city's local educational agencies, the Office of Employment and Training, and a broad-based network of other educational, civic, religious, and community organizations. A consortium of educational institutions, organizations, and agencies mounted a citywide campaign to recruit and train volunteer tutors and provide training opportunities for illiterates

10. Beyond the aforementioned priorities, the Pennsylvania Department of Education will give consideration to proposals of statewide impact that would be unique and exemplary and would contribute to staff development and/or new programming techniques in the field of adult education, such as, but not limited to:

a. The use of technology to increase efficiency of programs and/or personnel.

b. The use of volunteers in an ABE setting.

c. Programs for special needs populations, for example, the institutionalized, aging, chronically unemployed, underemployed, handicapped (mentally, physically), racial minorities, women, and non-English speakers.

"Adult Basic Education Cable Television Services"

Pennsylvania State University

PENNARAMA, the cable television network in Pennsylvania, was used in ABE programs. The ADULT BASIC EDUCATION CABLE TELEVISION SERVICES project continued the effort by developing an inventory of available video materials and selecting the most useful video materials for viewing on PENNARAMA and for use by adult educators. The project was used to create in the general public the following:

(1) An awareness of the needs for adult basic education.

(2) An awareness by adult educators of the available video materials and how they might be used to supplement and complement existing instructional methods.

"Development of Aids for the Recruitment of Volunteers"

Eagleville Hospital

Through the development of a slide-tape series and brochure, Eagleville Hospital recruited volunteers and provided a volunteer-tutor travel allowance to support recruitment and retention of volunteers. Since potential volunteers often underestimate their skills and overestimate the difficulty in learning how to tutor, a specially designed slide-tape presentation with complementary "take home" brochures illustrated the tutoring process and helped in subsequent volunteer training.

"Folk Tales: A New Approach to ESL Instruction"

Lancaster-Lebanon Intermediate Unit 13

Lancaster-Lebanon Intermediate Unit 13 produced the book, Fifty Folk Tales for the ESL Classroom, including a teacher's manual, as a cooperative venture in cross-cultural understanding involving students and teachers in English-as-a-Second Language classes in Pennsylvania. Teachers were trained by an experienced folklorist in a language-experience approach to collecting folk tales. Folk tales were collected from immigrant adults from Laos, Cambodia, Poland, Russia, and Hispanic countries. They were edited to fit the format and to meet varying levels of language difficulty.

Language development activities included:

(1) Vocabulary identification and oral response.

(2) Reading comprehension, including finding specific facts and marking true/false or multiple choice questions.

(3) Reading and thinking skills, such as discussing inferences.

(4) Writing opinions, summaries, or generalizations (at intermediate and advanced levels)

"Functional Language-Reading Program for Adults"

Southeast Pennsylvania Rehabilitation Center

This project integrated the proven technical and methodological qualities of a program developed at Elwyn Institutes to develop age appropriate text and assessment and instructional materials for adults reading at 0-4 grade level. The units of instruction dealt

with functional, community-oriented, language-reading concepts. They were developed for the following concept areas:

(1) Food preparation
(2) Personal grooming
(3) Health and safety
(4) Household care
(5) Transportation and mobility

"New Literacy Council Follow Through"

Pittsburgh Regional Library Center

NEW LITERACY COUNCIL FOLLOW THROUGH provided funding to six new volunteer literacy councils established in Pennsylvania during FY 1982-83. The technical assistance from the Pittsburgh Regional Library Center helped the councils to increase service to 0-4 level adults, develop sound organizations, and obtain sustained funding.

"Newspaper Delivery of ABE/GED Curriculum Materials"

ARIN Intermediate Unit 28

ARIN Intermediate Unit 28 delivered adult basic education materials through the local newspaper to reach those adults most underserved, especially the isolated rural, the handicapped, and the confined older citizens. The 22,000 circulation Indiana Evening Gazette delivered services to roughly one-half of the families in a 170,000 population area.

Based on the Vineland (New Jersey) and Centre County (Pennsylvania) models, this proposal extended the publicity and evaluation components with a dial-a-teacher newspaper column, a phone sampling-survey, newspaper feature stories, and a nonregistering participant survey.

"Project Read"

Central Susquehanna Intermediate Unit 16

This project by Central Susquehanna Intermediate Unit 16 disseminated adult, low-level (below fourth grade) reading materials to the rural population of Central Pennsylvania. The material, once identified and cataloged, was delivered by CSIU vans to ten libraries in the following five counties: Columbia, Montour, Northumberland, Snyder, and Union. Staff tutors instructed nonreading students in how to use a library and encouraged them to borrow from shelf collections.

"Toll Free ABE"

Central Susquehanna Intermediate Unit 16

TOLL-FREE ABE established a computerized adult basic education referral system. A statewide toll-free access number was advertised by 39 television stations in Pennsylvania to tell potential adult

education students where to call to receive the nearest locations for ABE/GED class sites, GED test sites, and literacy sites. Phone lines were open 24 hours daily to give instant response to viewers' requests for ABE sites.

"Volunteer Learning Project"

Central Intermediate Unit 10

The VOLUNTEER LEARNING PROJECT developed and implemented a system using tutor-aide volunteers as adult basic education programming and staffing alternatives. This plan included:

(1) Development of tutor/aide workshop training materials covering (a) volunteer orientation to ABE programs and student needs; and (b) a brief review of developmental reading, English and math competencies.

(2) The recruitment, training, and placement of 25 volunteeers to function as (a) ABE classroom teacher aides and (b) 5-8 level ABE tutors.

"Self-Directed Staff Development"

Lancaster-Lebanon Intermediate Unit 13

Lancaster-Lebanon Intermediate Unit 13 served as the catalyst for a model self-directed staff development program serving adult basic education staff and volunteers in six program locations. They included a school district, an intermediate unit, a state institution, a community college, and a community-based organization working with volunteers. A professional resource network was established, and a manual to help other Pennsylvania ABE programs provide local staff development at minimal cost through self-directed learning contracts was produced.

"Write-for-Life Program"

Lincoln Intermediate Unit 12

Lincoln Intermediate Unit 12 developed and field-tested a language producing approach to ABE/GED instruction entitled THE WRITE-FOR-LIFE PROGRAM to complement the language-receiving teaching strategies used in many ABE classrooms. Inservice sessions were used to train teachers, while the project coordinator/presenter concurrently taught a demonstration class of regular ABE students. During the second semester, teachers used materials, activities, and strategies generated or adapted by the program. The instructional focus of the program was to meet the personal job-oriented writing needs of the students.

"Staff Development of the Bradford-Wyoming Co. Literacy Program"

Bradford-Wyoming County Libraries

As a member of Laubach Literacy Action, the Bradford-Wyoming County Literacy Council recruits and trains volunteer tutors in the Laubach method of reading instruction for adult non-readers. The project developed staff to expand the use of volunteers in an adult basic education setting. A training team, following the prescribed Laubach procedures for certification, conducted tutor-training workshops and inservice workshops in the two counties.

"The Use of Peer Tutoring Services in a Residential Institution for the Physically Handicapped"

Good Shepherd Home

This project trained physically handicapped residents who had high school diplomas, college degrees, or equivalency to teach basic reading and math skills to their peers (two per trainee) who had interrupted or insufficient educational services. Upon project completion, the tutors and their "clients" could read, listen, speak, and compute better. Long-range goals were to enhance the employability and independence of all clients involved in this project.

"Success Stories Booklet"

Reading Area Community College

This project was used as a promotional vehicle to recognize adult basic education students for their hard work and dedication through a booklet entitled Opportunities for Growth and as a way to reinforce the commitment of adult educators. Individual programs were also identified and publicized for their efforts to help the students. Mailed to educators, students and political groups, this booklet showed the obstacles that many adults met while getting a new chance for education and advancement. Sharing personal and emotional experiences with the audience, the stories written by or about the students are warm and touching.

"Teaching Literacy Through an Oral Tradition"

Lutheran Social Mission Society

The Lutheran Settlement House Women's Program developed reading materials originating from the oral tradition and verbal skills of working-class women and used this material to teach reading comprehension and language arts skills.

Workshops were conducted to instruct staff from other adult basic education programs in methods of eliciting oral histories and using these histories as curricular material.

"Leading the Leaders: Performance Training for ABE Directors"

Mark C. Nagy Associates

This project used a training program developed by Performax Systems International, Inc. and entitled "We the People," a program used widely in business and industry. The project provided five comprehensive seminars of three hours each to adult basic education program directors in southeastern Pennsylvania.

ABE directors learned how to increase their personal productivity and, through their staffs' instruction, to improve students' learning.

"PROJECT BEAD: Basic Education for the Adult Deaf"

Scranton State School for the Deaf

PROJECT BEAD: BASIC EDUCATION FOR DEAF ADULTS was a demonstration project involving prevocationally deaf residents of northeastern Pennsylvania. The Scranton State School for the Deaf provided classes in basic consumer math and survival English at locations in Scranton and Wilkes-Barre, with a special effort to make the learning environment most readily available to students. Deaf persons with no residual hearing were taught by the American Sign Language (ASL), which is a visual - gestural language having a structure and grammar greatly different from English.

Small Grants

Grants up to $5,000 will be considered for the purpose of supporting a specific need of a local program, which would increase the effectiveness of the ABE program to the benefit of the adult students. Applicants may address either the area of Special Experimental Demonstration or Staff Development.

"Job Club for Institutionalized ABE Students"

Harrisburg State Hospital

Since the lack of a job is likely to create a substantial barrier to the integration of a discharged mental patient into the community, this project was designed to teach the patient being prepared for discharge the skills necessary to seek and obtain employment. Pre-release residents in the institution's sheltered workshop were identified to participate. After a vocational evaluation was administered, the components of the Job Club's orientation, job-seeking and job survival skills were put into place. Job placement, the final component, was carried out before each resident's discharge.

"Project News"

Central Intermediate Unit 10

Project News published and distributed a local adult basic education, student-oriented newspaper. The newspaper served as a way:

(1) To disseminate pertinent learning center information to students attending classes at twenty outreach sites in a rural, three-county area: Centre, Clearfield, and Clinton counties.

(2) To give well-earned recognition to student efforts.

(3) To enhance program visability through distribution to local agencies, legislators and school districts.

(4) To foster student-staff participation in center activities.

(5) To serve as an interesting and relevant instructional tool.

During the year, Central County Intermediate Unit 10 published four editions of four to 10 pages of news, student work, and instructional materials. The reading level ranged from 0-4 to 5-8.

"T.I.P.S: Tutoring Inservice Provides Support"

Mid-State Literacy Council

Project T.I.P.S. provided inservice training for volunteer reading tutors teaching the 0-4 level or English-as-a-Second Language student on a one-to-one basis. Tutors were provided teaching materials and methodologies to help them meet the many educational challenges encountered in teaching low-level readers.

By increasing tutors' teaching skills, this project aimed at reducing the attrition of volunteer reading tutors and improving the quality of the tutorial program.

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